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ABSTRACT

A program to test the feasibility of vouchering vocational training for clients of the Work Incentive Program (WIN) was conducted in Portland, Oregon. (Vouchering places the buying power for institutional training into the hands of the clients, thus allowing them greater autonomy in deciding their own occupational destiny.) One hundred and fifty-four voucher recipients were interviewed on three occasions: at the time of committing vouchers to schools, at the end of training, and one year following training. A comparison group of 163 regular trainees was interviewed once. Data on the training experiences and early labor force behavior was collected. The data suggested that voucher participants were as likely as regular participants to be satisfied with their training, to complete their training, and to express satisfaction with their jobs. Voucher participants were more likely than regular WIN recipients to earn at a high rate ($411 or more per month) on their first job after vocational training. (Author/BM)

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TRAINING EXPERIENCES AND EARLY EMPLOYMENT PATTERNS: EXPERIENCES WITH THE PORTLAND WIN VOUCHER TRAINING PROGRAM

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by Lottie Mosher

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16. Abstracts A program to test the feasibility of vouchering WIN institutional vocational training was conducted in Portland, Oregon. Voucher recipients (n=154) were interviewed on three occasions: about the time of committing vouchers to schools, at the end-of-training, and one year following training. A comparison group (n=163) of regular trainees was interviewed once. This report covers the training experiences and early labor force behavior of the participants.

The data suggest that voucher participants were as likely as regular participants to be satisfied with their training, complete their training, participate in the labor force in training related jobs, and express satisfaction with their jobs. Voucher participants were more likely than regular WIN recipients to earn at a high rate ($411 or more per month) on their first job after vocational training.

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I. INTRODUCTION

Background

Since 1974, the Bureau of Social Science Research, has been experimenting with vouchering[1] vocational training for clients of the Work Incentive Program (WIN) in Portland, Oregon, first for institutional training and more recently for on-the-job training (OJT). This report focuses on vouchering for institutional training and is the second in a series of three reports which investigate the feasibility of vouchering as an alternative method for acquiring occupational-skill training. Details on the development and early phases of the program are available in earlier reports.[2,3] Vouchering places the buying power for institutional training into the hands of the clients, thus allowing them greater autonomy in deciding their own occupational destiny. It has been hypothesized that the granting of decision-making autonomy to clients along with responsibility for their decisions would increase the clients' feelings of control over their own lives, increase their sense of involvment in programs, and reinforce their commitment to the achievement of successful outcomes. A number of questions were raised with respect to WIN clients' ability and willingness to make the necessary decisions about institutional vocational training.

Phase I of this longitudinal study consisted of interviewing the population of vouchered institutional trainees at about the time

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[1]Vouchering is a mechanism for modifying the relationship between public agencies and their clients by replacing the provision of goods or services in kind with some form of authorization which will permit the client to select and "purchase" what is needed from the available market supply.

[2]Ann Richardson and Laure M. Sharp, The Feasibility of Vouchered Training in WIN: Report on the First Phase of a Study (Washington, D.C.: Bureau of Social Science Research, Inc., December, 1974).

[3]Bruce B. Dunning, Occupational Choices and Vocational School Selections: Experiences with the Portland WIN Voucher Training Program (Washington, D.C.: Bureau of Social Science Research, Inc., December, 1976).

they committed their vouchers to a training vendor. These interviews focused primarily on factors presumed to be influential in choosing training occupations and training vendors with particular emphasis on the experience of, and reaction to, decision-making autonomy (Dunning, p. 1, fn. 3).

The present report covers the period during which WIN trainees completed or otherwise departed from vocational training. This "End-of-Training Survey" focuses primarily on the experiences of trainees during training, their reactions to the training and training institutions, and their first experiences after training.

The third report of the study will focus on the labor force behavior and employment experience of the same group of trainees some eighteen months subsequent to departure from training. This "Employment Experience Survey" will be available in late 1977.

This current phase of the exploratory study emphasizes two major areas: commitment to training goals, and early employment patterns. It attempts to answer the following questions:

1. What are the training experiences of the voucher recipients?
2. What differences and/or similarities do we find in the commitment to training goals between voucher recipients and participants in the conventional WIN program?
3. What are the early employment patterns of the vouchered clients, and how are they different or the same as those of participants in the conventional WIN program?
4. What are the strengths of the two systems?
5. Which clients' needs are best served by the voucher system; which by the conventional WIN system?

The Data Base[4]

For participants in the study, the data base consisted of WIN records, the Contract between the training institution and the WIN Employment Service, and interview data. WIN records provided demographic information on the participants age, sex, educational level,

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[4]For information on the design of the voucher system see Dunning, p. 1, fn. 3.

number of dependents, participation status (volunteer or mandatory), and the WIN team to which one was attached (this information was available only for voucher participants). The Contract provided data on training institution, length and cost of training, and occupation for which training was provided. The bulk of the data reported here for voucher and "regular"[5] participants came from the interview schedules. It sought information on admissions procedures at training institutions, counseling-guidance required and received there (this information was available only for voucher participants), training satisfaction or dissatisfaction, and possible school exploitation of trainees. It also sought to gather information on accomplishment of training goals and reasons for dropping out of training. Employment behavior in the three month period following training was examined next: Was the client in the labor force? Was the client working in his/her training occupation? In addition, salary and job location information was obtained. Those who were out of the labor force were asked about their future plans. Self-esteem information was gathered on all voucher trainees, and finally, data on satisfaction/dissatisfaction with the voucher program and clients' insights into possible shortcomings of the program were also obtained. (See Appendix A for copies of the interview schedules for voucher and regular participants.)

Participants in the Study[6]

Of the 154 voucher participants who were interviewed for the first follow-up study (commitment), 75 percent (115) responded to the

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[5] "Regular" respondents refers to WIN participants who went through the conventional WIN system. They are our comparison group and the term will be used interchangeably with "conventional WIN participants."

[6] The present study included all 167 WIN participants who had committed their institutional vouchers prior to the cutoff date for data collection in early fall of 1974. Of these, 92 percent (154) were interviewed for the first phase of this longitudinal study. Of the voucher nonrespondents, two refused to be interviewed and the remainder could not be located. See Dunning, p. 1, fn. 3, Appendix G for a comparison of the characteristics of respondents and nonrespondents. The comparison suggests that there are no significant differences between the total group and the respondents with respect to any of the demographic criteria.

"End-of-Training Survey." (See Appendix E for an analysis of the characteristics of the voucher respondents and nonrespondents.)

In order to provide a basis for estimating the effects of vouchering, a comparison group of regular trainees who had entered vocational training under the conventional, unvouchered WIN procedures in 1973 were interviewed[7] during the Spring of 1974. Comparative data on 163 regular WIN participants were available for the "End-of-Training Survey."

Presentation of Findings and Hypotheses Related to the "End-of-Training Survey"

This report consists of eight chapters. Chapter II describes the training experiences of the vouchered respondents. The admissions procedures, quality of training, counseling and guidance availability, placement assistance, quality of instruction and overall satisfaction will be discussed.

In Chapter III the findings related to training satisfaction and completion will be discussed. The main hypotheses this chapter will attempt to test are:

1. There is no significant difference in the proportion of vouchered and nonvouchered WIN clients in institutional training that report satisfaction with their training.
2. There is no significant difference in the completion rates of voucher recipients and clients who go through the conventional WIN program.

Chapter IV will present findings related to the early labor force behavior of the respondents. This chapter will attempt to test the hypotheses that:

1. There is no significant difference in the early labor force behavior of vouchered and nonvouchered clients.
2. There is no significant difference in the proportion of voucher and regular respondents working in their training occupations during the first three months following training.

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[7]The 163 regular respondents constituted only 47 percent of all regular WIN participants who received institutional training in 1973. Most of the regular respondents could not be located. For details see Dunning, p. 1, fn. 3.

3. There is no significant difference in the average salary received by the voucher recipients and the clients who go through the conventional WIN program.
4. There is no significant difference in the job satisfaction of vouchered and nonvouchered respondents.

In Chapter V, the concept of autonomy will be examined and its implications for WIN participants discussed.

Chapter VI examines any changes in self-esteem the voucher respondents may have experienced from the time they committed their vouchers to three months after training.

Chapter VII deals with voucher clients' suggestions for improvement of the voucher system. The last chapter (Chapter VIII) contains summarizing and concluding remarks.

Copies of the voucher recipient "End-of-Training" and regular participant interview schedules appear in Appendix A. Appendices B and C contain the Occupational Classification and Classification of Training Vendors respectively. The self-assessment form is found in Appendix D. An analysis of the response rates and the characteristics of voucher respondents and nonrespondents is discussed in Appendix E. Appendix F presents notes on the interpretation of regression results. Complete regression tables are also presented in Appendix F.

Data Analysis

In order to assess fully the effects of vouchering relative to regular WIN training, this analysis will proceed in the following three directions:

- The overall (gross) differences between voucher and regular respondents will be examined first.
- The experiences of voucher and their regular WIN counterparts (e.g., people of the same age) will be examined next. This comparison puts the focus on the differences which vouchering made for comparable subgroups of people.
  - Isolate separately those subgroups for whom vouchering made a difference.
  - Isolate separately those subgroups for whom vouchering did not make a difference.
- The experiences unique to voucher clients will be examined last.

The study utilizes essentially two methods of analysis. The first is a cross-tabulation by percentages to highlight differences

between the voucher and regular comparison groups. The second technique is a multivariate one--multiple classification analysis--where the coefficient for each variable expresses the magnitude and direction of the percentage point deviation from the mean of the dependent variable. (See Appendix F for more complete information about this technique.)

A Note of Caution

The Portland institutional vouchering project was intended and designed as policy-oriented research conducted in a real world setting. This entailed acceptance of certain conditions which imposed limitations on the conduct of the research and the ability to generalize from the Portland experience. Among the most significant of these conditions were the following:

- The vouchered institutional training program was conducted by the regular WIN staff concurrently with the larger, on-going WIN program. Consequently, policy decisions and administrative actions external to the research project itself inevitably affected the project introducing variables which the reseafchers often could not measure, let alone control.[8]
- An ideal research design would have called for simultaneous vouchered and nonvouchered institutional training. This was not feasible for administrative and budgetary reasons. Therefore, a comparison group of regular trainees who had received institutional training prior to the period of vouchering had to be used.
- Because of program budgetary limitations, little institutional training had been available in Portland for several months prior to the initiation of vouchering. Consequently, a backlog of clients wanting institutional training had developed and this backlog affected the makeup of the initial input of clients to the voucher program.

As a result of these conditions, among others, generalization of findings and conclusions beyond the Portland environment involves some risk. Further, the attribution of effects to vouchering per se cannot always be fully supported.

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[8] Carol Greenhouse, The Feasibility of Feasibility Testing: Observations from the Portland WIN Voucher Test (Washington, D.C.: Bureau of Social Science Research, Inc., June, 1977).

II. TRAINING EXPERIENCES OF THE VOUCHER RECIPIENTS

This chapter describes the experiences of the vouchered trainees who were enrolled in vocational schools in Portland, Oregon. We will focus on the perceptions and experiences of the vouchered WIN trainees themselves and will attempt to ascertain the effect of sex, age, education, training occupation, the type of school attended (public or private), and the degree of autonomy experienced on admissions requirements, school services (counseling and guidance, placement) quality of instruction, and shortcomings ("bad experiences") the trainees experienced at their training institutions.[1,2] We are not attempting to measure the "correctness" of the evaluations of the subgroups but are seeking to investigate the attitudes and feelings of these students, and the effects of their perceptions on training completion and early labor force behavior (to be examined in subsequent sections of the report).[3]

Selectivity: Admission Requirements Encountered by School Applicants

A very small proportion of vouchered students registered for schools which did not have some screening procedures (Table 1). Interviews by school staff members were the most frequently used admissions technique. Combining the data on all types of tests encountered by the students, 31 percent were administered one or more

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[1]For a thorough comparison of the training experiences of public and private school students see Bruce B. Dunning, Aspects of Vouchered WIN Trainees' Experiences with Vocational Training Schools: Experiences with the Portland WIN Voucher Training Program (Washington, D.C.: Bureau of Social Science Research, Inc., October, 1976). His findings will be presented in appropriate sections of this chapter.

[2]For information from the representatives of 5 public and 22 private schools see Bruce B. Dunning and James L. Unger, Schools' Responses to Vouchered Vocational Training: Experiences with the Portland WIN Voucher Training Program (Washington, D.C.: Bureau of Social Science Research, Inc., July, 1975).

[3]The effect of training experiences on training and labor force behavior will be examined in Chapters III and IV.

of the three types shown in Table 1. In no case however, did a respondent report having been rejected by a school. Further, none of the respondents reported changing from an original training plan as the direct result of performance on tests. We also found that the admissions requirements had no direct effect on either the training satisfaction or the training completion rates of the voucher participants. For these reasons we will not investigate the admissions requirements of particular voucher participants.

TABLE 1

PROPORTIONS OF RESPONDENTS REPORTING VARIOUS ADMISSIONS PROCEDURES ENCOUNTERED

Admissions Procedures Encountered	Voucher %	Voucher (N)
No requirements of any kind, just register	8	(113)
General interview with staff member	86	(111)
Inquiry about earlier schooling	70	(111)
School transcripts requested	22	(111)
Inquiry about past work experience	44	(111)
References from previous employers requested	7	(111)
General intelligence test administered	14	(109)
Educational achievement test administered	15	(111)
Occupational aptitude test administered	17	(111)

School Services: Counseling and Guidance and Placement Services

Counseling and Guidance

Reports by the students show that a majority did receive counseling help of one sort or another. 57 percent received counseling help in one or more of the five areas shown in Table 2. For many of those who received counseling, it was confined to help in determining training needs and what courses should be taken to train for selected occupations. Fifty-seven percent of the voucher students reported receiving that type of help. In each of the four other areas, only minorities of students received help from the schools. The fact is, however, that few of the students felt they needed additional counseling and guidance.

TABLE 2

PROPORTIONS OF STUDENTS WHO RECEIVED COUNSELING AND GUIDANCE HELP FROM SCHOOLS AND PROPORTIONS WHO REPORTED A NEED FOR MORE HELP
(In Percentages)

Type of Counseling	(N)	Receiving Help	Needing Additional Help
Help in deciding interests and occupational goals . . .	(113)	26	14
Help in determining the suitability of interests and occupational goals . . .	(112)	29	13
Help in determining training needs and courses that should be taken.	(113)	57	12
Help in reviewing progress in training.	(112)	45	17
Personal counseling.	(112)	16	6

Voucher Students and Their Training Occupations.--Students with blue collar training occupations[4] appear to have received less counseling and guidance from their training institution than did those preparing for any other occupation (Table 3). Twenty-five percent reported the need for additional guidance to help in deciding their interests and occupational goals, a larger proportion than students in any other field.

A relatively large proportion of those with service training occupations received personal counseling still many others reported a need for it.

Sixty-five percent of those enrolled in training leading to clerical occupations received some guidance and counseling from their training institutions. Though the counseling was primarily in the area of training needs and courses, a third of those in clerical training did receive assistance in deciding their interests and occupational goals and in determining the suitability of those interests and goals. A very small proportion received personal counseling from their training institution and only three persons reported needing additional counseling in that area.

Sixty-four percent or more of those enrolled in training leading to professional, technical, or administrative occupations received some guidance from their training institutions. Their counseling was also primarily in the area of training needs and courses. Only small proportions of these students were dissatisfied with the amount of guidance they received.

Male and Female Students.--In only one of the five areas did male students get proportionately more help than female students. Thirty-six percent of the men and 28 percent of the women received counseling in determining the suitability of their interests and occupational goals (Table 4). An approximately 10 percent higher proportion of women received counseling in deciding their interests and occupational goals, in determining their training needs and the courses they should take, and in reviewing the progress they made in

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[4]For a complete list of how occupations were classified see Appendix B.

TABLE 3

PROPORTIONS OF STUDENTS WHO RECEIVED COUNSELING AND GUIDANCE HELP FROM SCHOOLS AND PROPORTIONS WHO REPORTED A NEED FOR MORE HELP BY TRAINING OCCUPATION

Type of Counseling	Received Help				Needed Additional Help			
	Professional, Technical, Administrative	Clerical	Blue Collar	Service	Professional, Technical, Administrative	Clerical	Blue Collar	Service
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
Help in deciding interests and occupational goals. . . .	21 (14)	33 (57)	13 (24)	22 (18)	17 (12)	11 (57)	25 (24)	11 (18)
Help in determining the suitability of interests and occupational goals.	43 (14)	36 (56)	17 (24)	44 (18)	7 (14)	13 (56)	21 (24)	6 (18)
Help in determining training needs and courses that should be taken	64 (14)	65 (57)	38 (24)	50 (18)	9 (14)	12 (57)	8 (24)	11 (18)
Help in reviewing progress on training	43 (14)	35 (57)	52 (23)	67 (18)	21 (14)	14 (57)	26 (23)	11 (18)
Personal counseling . . .	7 (14)	14 (56)	13 (24)	33 (18)	7 (14)	5 (56)	4 (24)	11 (18)

TABLE 4

PROPORTIONS OF STUDENTS WHO RECEIVED COUNSELING AND GUIDANCE HELP FROM SCHOOLS AND PROPORTIONS WHO REPORTED A NEED FOR MORE HELP BY SEX

Type of Counseling	Received Help				Needed Additional Help			
	Female		Male		Female		Male	
	%	(N)	%	(N)	%	(N)	%	(N)
Help in deciding interests and occupational goals.	27	(88)	20	(25)	11	(88)	24	(25)
Help in determining the suitability of interests and occupational goals.	28	(87)	36	(25)	11	(87)	16	(25)
Help in determining training needs and courses that should be taken	59	(88)	48	(25)	11	(88)	12	(25)
Help in reviewing progress in training	47	(88)	38	(24)	15	(88)	25	(25)
Personal counseling	16	(87)	16	(25)	5	(87)	8	(25)

training. Only a very small proportion of vouchered students received personal counseling from their training institutions. Equal proportions of men and women received such counseling.

Only a minority of students felt that they needed more counseling and guidance from their training institutions than they received. Interestingly, it was the male students who reported a greater need for more counseling than they received. Twenty-four percent of the men (compared to 11% of the women) reported a need for help in deciding their interests and occupational goals and reviewing their training progress.

Voucher Students With Different Educational Levels.--Those with less than 12 years of education consistently received more counseling from their training institution in all areas with the exception of help in determining training needs and courses that should be taken (Table 5). Almost without exception, the most educated students received less counseling than did those with less education.

As with male and female students, those who received less guidance and counseling also reported slightly more unmet needs. Those with more than 12 years of education received the least amount of counseling and reported the greatest proportion of unmet needs.

Voucher Students of Differing Ages.--Younger students received just slightly more counseling than older students (Table 6). Thirty percent of those students between 18 and 29 years of age received help in deciding their interest and occupational goals while only 18 percent of those more than 30 years old received such counseling. Both groups of students reported feeling that their needs had been adequately met. A slightly larger proportion of younger students reported needing more help in reviewing their progress in training, and a slightly larger proportion of younger trainees needed additional personal counseling.

Voucher Students and Type of School Attended[5].--Equal proportions of public and private school students received help in three of the five areas shown in Table 7. However, considerably larger proportions of students attending public schools received help in determining their training needs and the courses that should be taken and personal counseling.

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[5]Dunning, p. 9, fn. 1.

TABLE 5

PROPORTIONS OF STUDENTS WHO RECEIVED COUNSELING AND GUIDANCE HELP FROM SCHOOLS AND PROPORTIONS WHO REPORTED A NEED FOR MORE HELP BY EDUCATION

Type of Counseling	Received Help						Needed Additional Help					
	Less Than 12 Years		12 Years		More Than 12 Years		Less Than 12 Years		12 Years		More Than 12 Years	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Help in deciding interests and occupational goals. . . .	33	(24)	26	(69)	16	(19)	8	(24)	16	(69)	16	(19)
Help in determining the suitability of interests and occupational goals. . . .	39	(23)	35	(69)	26	(19)	4	(23)	16	(69)	11	(19)
Help in determining training needs and courses that should be taken	42	(24)	62	(69)	58	(19)	13	(24)	9	(69)	16	(19)
Help in reviewing progress in training	48	(23)	45	(69)	42	(19)	26	(23)	10	(69)	32	(19)
Personal counseling	17	(23)	15	(69)	16	(19)	9	(23)	4	(69)	11	(16)

TABLE 6

PROPORTIONS OF STUDENTS WHO RECEIVED COUNSELING AND GUIDANCE HELP FROM SCHOOLS AND PROPORTIONS WHO REPORTED A NEED FOR MORE HELP BY AGE

Type of Counseling	Received Help				Needed Additional Help			
	18-29 Years		30 Years or More		18-29 Years		30 Years or More	
	%	(N)	%	(N)	%	(N)	%	(N)
Help in deciding interests and occupational goals	30	(69)	18	(44)	13	(69)	16	(44)
Help in determining the suitability of interests and occupational goals	35	(69)	33	(43)	12	(69)	14	(43)
Help in determining training needs and courses that should be taken	59	(69)	52	(44)	12	(69)	11	(44)
Help in reviewing progress in training	40	(68)	52	(44)	21	(68)	11	(44)
Personal counseling	16	(16)	16	(43)	6	(69)	2	(42)

TABLE 7

PROPORTIONS OF STUDENTS WHO RECEIVED COUNSELING AND GUIDANCE HELP FROM SCHOOLS AND PROPORTIONS WHO REPORTED A NEED FOR MORE HELP BY TYPE OF SCHOOL ATTENDED

Type of Counseling	Received Help				Needed Additional Help			
	Public		Private		Public		Private	
	%	(N)	%	(N)	%	(N)	%	(N)
Help in deciding interests and occupational goals.	22	(49)	28	(64)	18	(49)	11	(64)
Help in determining the suitability of interests and occupational goals.	29	(48)	38	(64)	21	(48)	7	(64)
Help in determining training needs and courses that should be taken	71	(49)	45	(64)	8	(49)	14	(64)
Help in reviewing progress in training	47	(49)	43	(63)	10	(49)	22	(63)
Personal counseling	23	(48)	11	(64)	8	(48)	5	(64)

While only slightly more of the public school students than those attending private schools reported a need for additional help, the content areas in which students of the two types of schools were most likely to perceive unmet needs differed somewhat. While almost one-quarter of the public school students reported a need for more help in determining the suitability of their interests and occupational goals, only 7 percent of those attending private schools reported such a need. Those in private schools were more likely to perceive a need for additional help in determining training needs and courses to be taken and help in reviewing progress in training.

Voucher Students and Autonomy.--Although vouchering was designed to promote decision-making by clients, there were in fact differing degrees of autonomy. Certain voucher participants chose their own training occupations and institutions autonomously while others had more help from the WIN staff. Of interest, is whether those who made their own decisions needed more assistance from their training institutions than those who did not and whether the autonomous voucher participants felt their counseling and guidance needs were unmet more often than those who received WIN staff assistance. We found that those respondents who chose their own training occupations got slightly more help from their schools than those who received direction from the WIN staff. At least 37 percent of the students who made such a decision autonomously received help in either deciding their interests and occupational goals or determining the suitability of such interests and goals or both, while only 27 percent of those who did not make occupational decisions autonomously received such help (Table 8). As WIN does not help in determining specific courses to be taken, it is not surprising that an equal proportion of autonomous and nonautonomous students received counseling in this area. Both groups of students were equally satisfied with the amount of counseling and guidance they received; in only one area, help in reviewing progress in training, were the autonomous students proportionately less satisfied.

In addition to choice of occupation, vouchers were also designed to promote client choice of institution. But again, in fact, clients could be dichotomized into those who made their own decision and those who received assistance from the WIN staff. We found that those who

TABLE 8

PROPORTIONS OF STUDENTS WHO RECEIVED COUNSELING AND GUIDANCE HELP FROM SCHOOLS AND PROPORTIONS WHO REPORTED A NEED FOR MORE HELP BY CHOICE OF TRAINING OCCUPATION

Type of Counseling	Received Help				Needed Additional Help			
	Chose Own Training Occupation		Did Not Choose Own Training Occupation		Chose Own Training Occupation		Did Not Choose Own Training Occupation	
	%	(N)	%	(N)	%	(N)	%	(N)
Help in deciding interests and occupational goals.	27	(83)	23	(30)	15	(83)	13	(30)
Help in determining the suitability of interests and occupational goals.	37	(82)	27	(30)	11	(82)	17	(30)
Help in determining training needs and courses that should be taken	57	(83)	57	(30)	12	(83)	10	(30)
Help in reviewing progress in training.	48	(82)	37	(30)	22	(82)	3	(30)
Personal counseling	16	(82)	17	(30)	7	(82)	3	(30)

did not choose their own training institution received slightly more counseling and guidance relating to occupational choice than did those who were autonomous (Table 9). Perhaps they were still not convinced they were in the "right" field. Those that were autonomous however, received more guidance in areas related to training needs, courses and progress. Equal proportions of autonomous and nonautonomous students received personal counseling. Generally autonomous respondents did not report a greater need for additional counseling than that reported by nonautonomous respondents.

It would be possible for a few disaffected individuals to express needs for counseling in each of the five questions asked about that. In this way, a very few individuals could account for most of the apparent lack of counseling. This was not the case, however. There were a total of 69 responses indicating a need for more counseling of one kind or another. As it turned out, these were made by 40 individuals (or 35% of the respondents). Thus, while only a minority of the respondents felt a lack of guidance which they thought the schools should have given them, the existence of such feelings was more than simply a reflection of the responses of a few disgruntled individuals.

Although the data suggest that more often than not counseling needs were met, they clearly were not fully met. The effects of these unmet needs on students training satisfaction and their training completion will be examined thoroughly in subsequent chapters in this report.

Placement Services

A majority of the voucher clients neither asked for nor received placement assistance from their training institution (Table 10). While 35 percent of the respondents did receive some placement help, only 10 percent asked for assistance but did not receive any. Of the students who did not ask for any assistance, the majority had not yet completed their training or had dropped out of it. A number of other reasons for not asking for assistance were given. Most notably 5 percent of the students were out of the labor force; 6 percent of the students already had jobs; and 4 percent of the students did not know that placement services were available (Table 11).

TABLE 9

PROPORTIONS OF STUDENTS WHO RECEIVED COUNSELING AND GUIDANCE HELP FROM SCHOOLS AND PROPORTIONS WHO REPORTED A NEED FOR MORE HELP BY CHOICE OF TRAINING INSTITUTION

Type of Counseling	Received Help				Needed Additional Help			
	Chose Own Training Institution		Did Not Choose Own Training Institution		Chose Own Training Institution		Did Not Choose Own Training Institution	
	%	(N)	%	(N)	%	(N)	%	(N)
Help in deciding interests and occupational goals	24	(95)	31	(16)	14	(95)	19	(16)
Help in determining the suitability of interests and occupational goals	33	(94)	38	(16)	14	(94)	6	(16)
Help in determining training needs and courses that should be taken	59	(95)	44	(16)	11	(95)	19	(16)
Help in reviewing progress in training	48	(94)	25	(16)	18	(94)	13	(16)
Personal counseling	15	(94)	19	(16)	6	(94)	6	(16)

TABLE 10

RESPONDENTS' RECEIPT OF PLACEMENT ASSISTANCE FROM SCHOOLS
(In Percentages)

Respondents:	Voucher
Received placement help.	35
Asked for, but did not receive placement help. .	10
Neither asked for nor got placement help	55
Total: %	100
(N)	(113)

TABLE 11

REASONS FOR NOT ASKING FOR PLACEMENT ASSISTANCE
(In Percentages)

Reasons	Voucher
Subtotal: Didn't Ask For Help	55
Didn't complete training[a].	28
Already had a job.	6
Wasn't looking for work at the time. . . .	5
Was looking for work on my own	4
WIN counselor said he/she would help	2
Didn't know placement services were available.	4
Heard the placement services were not helpful, thought it would be a waste of time.	3
Other.	3
Subtotal: Asked For Help.	45
Total: %	100
(N)	(111)

[a]Includes "still in training" and "dropped out of training" before completion.

Voucher Participants and Their Training Occupations.--

Respondents in service training occupations were more likely to have received placement assistance than respondents in any other training occupation. Fifty-three percent of those in service training occupations received assistance while only 20 to 35 percent of those in other training occupations got any help (Table 12). A relatively large proportion (27%) of students in blue collar training occupations asked for, but did not receive placement help. Only 4 to 7 percent of those in other training occupations found that they asked for but did not receive such assistance. Students in blue collar and service training occupations were the most likely to want placement assistance, while only a very small proportion of students with professional, technical or administrative training occupations wanted such assistance.

TABLE 12

RESPONDENTS' RECEIPT OF PLACEMENT ASSISTANCE FROM SCHOOLS BY TRAINING OCCUPATION
(In Percentages)

Respondents:	Professional, Technical, Administrative	Clerical	Blue Collar	Service
Received placement help...	21	35	32	53
Asked for, but did not receive placement help..	7	4	27	6
Neither asked for nor got placement help.....	71	61	41	41
Total %	99	100	100	100
(N)	(14)	(57)	(22)	(17)

While the primary reason respondents did not ask for placement help was because they had not completed their training, there were proportionately more students in professional, technical, administrative or clerical training occupations who had dropped out of training or were not yet finished. Fourteen percent of the professional students who did not ask for assistance were not looking for work, a much larger proportion than in any other training occupation (Table 13).

TABLE 13

REASONS FOR NOT ASKING FOR PLACEMENT ASSISTANCE BY TRAINING OCCUPATION
(In Percentages)

Reasons	Professional, Technical, Administrative	Clerical	Blue Collar	Service
Subtotal: Didn't Ask For Help	71	61	41	41
Didn't complete training[a]	36	35	14	18
Already had a job	-	9	-	12
Wasn't looking for work at the time	14	5	4	-
Was looking for work on my own	7	2	14	-
WIN counselor said he/she would help	-	3	-	-
Didn't know placement services were available	7	2	4	6
Heard the placement services were not helpful, thought it would be a waste of time	7	2	4	-
Other	-	3	-	6
Subtotal: Asked For Help	28	39	59	59
Total %	99	100	99	101
(N)	(14)	(57)	(22)	(17)

[a]Includes "still in training" and "dropped out of training" before completion.

Almost all of the students with service training occupations who did not ask for placement assistance did not do so because they already had a job, while those with blue collar training occupations were looking on their own. Those with clerical training occupations gave a wide variety of reasons why they had not asked for placement help. Eliminating those students still in training or those who dropped out, a primary reason for not asking for assistance was because the respondent already had a job.

Male and Female Students.--Male students were just as likely to receive placement assistance from their training institution as were female students. Thirty-six percent of the male enrollees and 38 percent of the female enrollees said they received such assistance (Table 14).

TABLE 14

RESPONDENTS' RECEIPT OF PLACEMENT ASSISTANCE FROM SCHOOLS BY SEX
(In Percentages)

Respondents:	Male	Female
Received placement help	36	38
Asked for, but did not receive placement help	16	7
Neither asked for nor got placement help	48	55
Total %	100	100
(N)	(25)	(88)

The male students were slightly more likely to want placement assistance, 52 percent of the male students but only 45 percent of the female students had asked for it. Of the 48 percent of the male students and the 55 percent of the female students who neither asked for nor received placement assistance, a majority of these had either dropped their training or had not yet completed it. A number of other reasons for not asking for assistance were given (Table 15). Most notably, 7 percent of the female students were out of the labor force at the time but none of the male students were. Also of

particular interest was the fact that 12 percent of the male students were looking for a job on their own while only 2 percent of the female students were.

TABLE 15

REASONS FOR NOT ASKING FOR PLACEMENT ASSISTANCE BY SEX
(In Percentages)

Reasons	Male	Female
Subtotal: Didn't Ask For Help	48	55
Didn't complete training[a]	20	30
Already had a job	4	7
Wasn't looking for work at the time	-	7
Was looking for work on my own	12	2
WIN counselor said he/she would help	-	2
Didn't know placement services were available	4	3
Heard the placement services were not helpful, thought it would be a waste of time	4	2
Other	4	2
Subtotal: Asked For Help	52	45
Total %	100	100
(N)	(25)	(88)

[a]Includes "still in training" and "dropped out of training" before completion.

Voucher Participants with Different Educational Levels.--
Respondents with 12 years of education were more likely to have received placement assistance from their training institutions. Those with more than 12 years of education were the least likely to have received placement assistance primarily because a very large proportion did not want any. Seventy-nine percent of those with more than 12 years of education neither asked for nor received placement help.

Those with 12 years of education were both more likely to want assistance and the most likely to have received it (Table 16).

TABLE 16

RESPONDENTS' RECEIPT OF PLACEMENT ASSISTANCE FROM SCHOOLS BY EDUCATION
(In Percentages)

Respondents:	Less Than 12 Years	12 Years	More Than 12 Years
Received placement help.	29	42	16
Asked for, but did not receive placement help.	8	11	5
Neither asked for nor got placement help	63	47	79
Total % (N)	100 (24)	100 (66)	100 (19)

Again for each educational group the main reason given for not asking for assistance was that they had not completed their training (Table 17). Considering the other reasons mentioned there were some interesting differences between those with more than 12 years of education and the rest of the respondents. Whereas only 2 to 4 percent of the rest of the respondents did not ask for assistance because they were looking for jobs on their own, 16 percent of the more educated respondents gave this as their reason for not asking for placement help. Similarly, 16 percent of the more educated respondents said they were not looking for work at the time while only 3 to 4 percent of those with less education made this claim. A larger proportion of the more educated respondents did not know placement services were available. Whatever the reasons there were considerable differences in the proportion of students receiving placement assistance.

In later sections of this report, we will attempt to evaluate the effect of such placement assistance on early labor force behavior.

TABLE 17

REASONS FOR NOT ASKING FOR PLACEMENT ASSISTANCE BY EDUCATION
(In Percentages)

Reasons	Less Than 12 Years	12 Years	More Than 12 Years
Subtotal: Didn't Ask For Help	63	47	79
Didn't complete training[a]	38	26	26
Already had a job	4	9	-
Wasn't looking for work at the time	4	3	16
Was looking for work on my own	4	2	16
WIN counselor said he/she would help	-	3	-
Didn't know placement services were available	4	2	11
Heard the placement services were not helpful, thought it would be a waste of time	9	1	-
Other	-	1	10
Subtotal: Asked For Help	37	53	21
Total %	100	100	100
(N)	(24)	(66)	(19)

[a]Includes "still in training" and "dropped out of training" before completion.

Voucher Students and Type of School Attended.[6]--Overall, the students enrolled in private schools were more likely than those in public schools to have received placement assistance from their schools; 42 percent of the enrollees in private schools and 25 percent of those in public schools said they received such assistance (Table 18).

Apparently, the students in private schools were more likely to want placement assistance, 54 percent of the private school students but only 31 percent of the public school students had asked for it. The public schools come off somewhat better than the private schools, with only 6 percent of their students being denied the help they asked

[6]Dunning, p. 9, fn. 1.

TABLE 18

RESPONDENTS', RECEIPT OF PLACEMENT ASSISTANCE FROM SCHOOLS BY TYPE OF SCHOOL ATTENDED
(In Percentages)

Respondents:	Public	Private
Received placement help.	25	42
Asked for, but did not receive placement help. .	6	12
Neither asked for nor got placement help	68	45
Total % (N)	99 (47)	99 (64)

for compared to 12 percent in the private schools. As seen above, 68 percent of the public school and 45 percent of the private school students neither asked for nor received placement assistance. Some of these had not asked for such assistance because they had not finished training (34% of the public school students and 23% of those in private schools had either dropped out or were still in training). Even eliminating these, public school students were less likely than those in private schools to have asked for help in getting a job, by a 48 to 71 percent margin. A number of other reasons for not asking for assistance were given by the remaining people (Table 19). Most notably, 11 percent of the public school students and 2 percent of those in private schools were out of the labor force, 9 percent of the public school students and 5 percent of those in private schools already had jobs; and 6 percent of the public school and 2 percent of the private school students did not know that placement services were available.

It is our impression from the data described in this section as well as from our observations during visits to the schools in Portland that the differences in the ways in which the two types of schools tended to structure and view the role of placement services had much to do with differences in the extent of usage by students.[7]

[7] Dunning and Unger, p. 9, fn: 2.

TABLE 19

REASONS FOR NOT ASKING FOR PLACEMENT ASSISTANCE
BY TYPE OF SCHOOL ATTENDED
(In Percentages)

Reasons	Public	Private
Subtotal: Didn't Ask For Help	68	45
Didn't complete training[a]	34	23
Already had a job	9	5
Wasn't looking for work at the time	11	2
Was looking for work on my own	4	5
WIN counselor said he/she would help	-	3
Didn't know placement services were available	6	2
Heard the placement services were not helpful, thought it would be a waste of time	2	3
Other	2	2
Subtotal: Asked For Help	31	54
Total %	99	99
(N)	(47)	(64)

[a]Includes "still in training" and "dropped out of training" before completion.

Shortcomings of Schools.--We asked the voucher participants if they had encountered one or more of six "bad experiences" sometimes encountered by people in vocational training (Table 20). Overall only minorities of students had encountered any of the six experiences. Looking at the group as a whole, the most common complaint was that the school exaggerated chances of getting a job at the end of the training, and that the school gave training unrelated to the training occupation. Of interest was whether subgroups of students evaluated their training, schools and experiences similarly.

TABLE 20

PROPORTIONS OF RESPONDENTS REPORTING VARIOUS UNDESIRABLE CHARACTERISTICS OF SCHOOLS

Undesirable Characteristics	Voucher %	Voucher (N)
School advertised or promised training it did not give	10	(113)
School exaggerated chances of getting a job at the end of training	24	(112)
School gave training unrelated to the training occupation	24	(113)
School used outdated equipment	15	(113)
School gave training for which the student was unprepared or for which the student didn't have the necessary background	17	(113)
School gave training in material student already knew or which was too elementary	21	(113)

Voucher Participants and Their Training Occupations.--Students with blue collar training occupations (who were also more likely to be men) were more likely to have had negative experiences with their training institutions than were students enrolled for any other training occupations. Twenty-five percent felt unprepared without the necessary background for training (Table 21). None of the blue collar students felt that they had received training in material which they already knew or which was too elementary. At the same time 13 percent felt that the school had advertised or promised training it did not give.

Students with service training occupations were considerably less likely to have had negative experiences with their training institutions. Those with professional, technical, administrative and clerical training occupations all seemed to have had similar experiences with their training institutions. Larger proportions of these students felt that their training institutions had given them training

TABLE 21

PROPORTIONS OF RESPONDENTS REPORTING VARIOUS UNDESIRABLE CHARACTERISTICS OF SCHOOLS BY TRAINING OCCUPATION

Undesirable Characteristics	Professional, Technical, Administrative		Clerical		Blue Collar		Service	
	%	(N)	%	(N)	%	(N)	%	(N)
School advertised or promised training it did not give	-	(14)	7	(57)	13	(24)	11	(18)
School exaggerated chances of getting a job at the end of training	29	(14)	21	(56)	29	(24)	22	(18)
School gave training unrelated to the training occupation	36	(14)	30	(57)	17	(24)	6	(18)
School used outdated equipment	14	(14)	18	(57)	17	(24)	6	(18)
School gave training for which the student was unprepared or for which the student didn't have the necessary background	14	(14)	18	(57)	25	(24)	6	(18)
School gave training in material student already knew or which was too elementary	21	(14)	30	(57)	-	(24)	22	(18)

unrelated to their occupation than did students with either blue collar or service training occupations.

Male and Female Participants.--With only one exception,[8] larger proportions of male students than female students had negative experiences in their training institutions (Table 22). Most notably, 24 percent of the male trainees (but only 15% of the female trainees) felt that the school gave training for which they were unprepared and for which they did not have the necessary background. Nearly identical proportions of male and female students felt that the schools gave training in material that they already knew or which was too elementary for them.

Voucher Participants with Different Education Levels.--Those with less than 12 years of education were considerably more likely to have had negative experiences than were those with more education (Table 22). Twenty-five percent of the students with less than 12 years of education claimed that the school gave training for which they were unprepared while only 13 percent of those with 12 years of education and 16 percent of those with more than 12 years of education made this claim. Thirty-three percent of these students said that their schools exaggerated chances of getting a job at the end of training, while only 22 percent of those with 12 years of education and 21 percent of those with more than 12 years of education encountered this. A smaller proportion of less educated students found that their school gave training in material that they already knew or which was too elementary for them. Those with more education were less likely to encounter bad experiences.

Voucher Students and Type of School Attended[9].--One of the charges frequently levelled against private vocational schools is that they do not fulfill the explicit or implicit promises they make to potential students. Our data suggest that, in comparison with public schools, there is some merit in these charges. None of the respondents who attended public schools but 14 percent of those who had been in

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[8] A larger proportion of female students felt that their school gave training unrelated to their training occupation

[9] Dunning, p. 9, fn. 1.

TABLE 22

PROPORTIONS OF RESPONDENTS REPORTING VARIOUS UNDESIRABLE CHARACTERISTICS OF SCHOOLS BY SEX AND EDUCATION

Undesirable Characteristics	Male		Female		Less Than 12 Years		12 Years		More Than 12 Years	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
School advertised or promised training it did not give. . . .	12	(25)	9	(88)	13	(24)	6	(69)	5	(19)
School exaggerated chances of getting a job at the end of training.	28	(25)	23	(87)	33	(24)	22	(68)	21	(19)
School gave training unrelated to the training occupation. . .	16	(25)	26	(88)	29	(24)	22	(69)	26	(19)
School used outdated equipment. .	24	(25)	13	(88)	25	(24)	13	(69)	5	(19)
School gave training for which the student was unprepared or for which the student didn't have the necessary background .	24	(25)	15	(88)	25	(24)	13	(69)	[illegible]	(19)
School gave training in material student already knew or which was too elementary.	20	(25)	22	(88)	17	(24)	22	(69)	21	(19)

private schools, said that their schools advertised or promised training that was not given. Further, only 8 percent of the public school students, but 36 percent of those in private schools, said that their schools exaggerated the chances of getting a job at the end of training (Table 23).

TABLE 23.

PROPORTIONS OF RESPONDENTS REPORTING VARIOUS UNDESIRABLE CHARACTERISTICS OF SCHOOLS BY TYPE OF SCHOOL ATTENDED

Undesirable Characteristics	Public %	Public (N)	Private %	Private (N)
School advertised or promised training it did not give	*	(49)	14	(64)
School exaggerated chances of getting a job at the end of training	8	(49)	36	(63)
School gave training unrelated to the training occupation	24	(49)	23	(64)
School used outdated equipment	6	(49)	22	(64)
School gave training for which the student was unprepared or for which the student didn't have the necessary background	18	(49)	16	(64)
School gave training in material student already knew or which was too elementary	18	(49)	23	(64)

The fact that over one-third of the private school students felt that their schools had exaggerated employment opportunities suggests that the private schools too often do succumb to the pressure to sell their training.

A third area in which the private schools were at a noticeable disadvantage as viewed by the students was in the equipment used in training. Private school students were markedly more likely than those

in public schools to say that they had encountered outdated equipment in their training.

Just under one-quarter of the students in each type of school said that they encountered training that was unrelated to the occupation for which they were preparing. Students in the two types of schools also were quite similar in the proportions who said that training was not commensurate with their preparation and background--either not up to the student's level of preparation, or beyond it.

Voucher Participants with Differing Degrees of Autonomy.--Neither those students who chose their own training occupation nor those who did not had more negative encounters with their training institutions (Table 24). Proportionately more of those who were not autonomous felt unprepared for their training. However, proportionately fewer of those who were not autonomous reported that their schools gave training unrelated to their training occupation.

Interestingly, those students who chose their own training institution were considerably more likely to have had negative experiences with their schools than those who did not. Larger proportions of those who were autonomous felt that the school advertised or promised training it did not give, exaggerated chances of getting a job at the end of training, used outdated equipment, and gave training for which they did not have the necessary background.[10] However, nearly identical proportions of autonomous and nonautonomous students felt that their school gave training in material already known or which was too elementary.

Quality of Instruction.--Overall, voucher participants felt that their instructors were knowledgeable, good teachers and concerned individuals (Tables 25-27).

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[10] This was one of the early fears of giving complete autonomy to WIN participants. However, the full effects (if any) of this on dropping out of training and early labor force behavior must be analyzed to evaluate the effects of autonomy.

TABLE 24

PROPORTIONS OF RESPONDENTS REPORTING VARIOUS UNDESIRABLE CHARACTERISTICS OF SCHOOLS, BY AUTONOMY OF CHOICE IN SCHOOL AND OCCUPATION

Undesirable Characteristics	Autonomy of Client							
	Chose Own School		Did Not Choose Own School		Chose Own Occupation		Did Not Choose Own Occupation	
	%	(N)	%	(N)	%	(N)	%	(N)
School advertised or promised training it did not give.	10	(95)	-	(16)	8	(83)	7	(30)
School exaggerated chances of getting a job at the end of training.	27	(94)	13	(16)	27	(82)	17	(30)
School gave training unrelated to the training occupation.	24	(95)	25	(16)	27	(83)	17	(30)
School used outdated equipment.	17	(95)	6	(16)	12	(83)	23	(30)
School gave training for which the student was unprepared or for which the student didn't have the necessary background	19	(95)	6	(16)	15	(83)	23	(30)
School gave training in material student already knew or which was too elementary.	21	(95)	25	(11)	24	(83)	13	(30)

TABLE 25

RESPONDENTS' ASSESSMENTS OF INSTRUCTORS' KNOWLEDGE OF SUBJECTS
(In Percentages)

	Voucher
Instructors knew subjects well	80
Instructors knew subjects some	17
Instructors knew subjects little	2
Total %	99
(N)	(112)

TABLE 26

RESPONDENTS' ASSESSMENTS OF THE ABILITY OF INSTRUCTORS AS TEACHERS
(In Percentages)

	Voucher
Instructors were very good	54
Instructors were pretty good	36
Instructors were poor	10
Total %	100
(N)	(112)

TABLE 27

RESPONDENTS' APPRAISALS OF TEACHERS' INTEREST
(In Percentages)

	Voucher
Teachers were really interested	63
Teachers were somewhat interested	22
Teachers were not very interested	14
Total %	99
(N)	(112)

Voucher Participants and Their Training Occupation.--Though students with service training occupations felt their instructors were interested and concerned about them, they also felt less positive about their teaching ability than did those in other training occupations (Tables 28-30). Seventeen percent felt they were poor instructors as compared to 8 or 9 percent of those in other training occupations.

Those with professional, technical or administrative training occupations had the most positive image of their teachers' knowledge of the subject and of their teaching ability though the differences between the students with different training occupations was small.

Male and Female Participants.--Male students were more satisfied that their instructors knew their subjects well (96%). Female students were a little more conservative in their assessment (Table 31). Very few voucher students felt that their instructors really did not know their subjects.

Equal proportions of male and female students (approximately 1/2) thought their instructors were very good teachers (Table 32) with a slightly larger proportion of the female than male students (8%) feeling they were poor.

Although a majority of all respondents believed their teachers to be interested in them as individuals, a slightly larger proportion (8%) of women than men believed their instructors were not very interested in them (Table 33).

Voucher Participants with Different Educational Levels.--Respondents with 12 years of education felt most positive about their instructors. Eighty-four percent felt they knew their subject well; 62 percent reported they were very good teachers, and 68 percent said they were concerned individuals (Tables 31-33). Those students with less education had a slightly less positive image of their instructors. Nine percent felt they knew little of their subject, were poor instructors and most notably, 26 percent felt they were not very interested in them (Tables 31-33). The differences in attitude will be thoroughly pursued in subsequent sections of this report.

TABLE 28

RESPONDENTS' ASSESSMENTS OF INSTRUCTORS' KNOWLEDGE OF SUBJECTS BY TRAINING OCCUPATION
(In Percentages)

	Professional, Technical, Administrative	Clerical	Blue Collar	Service
Instructors knew subjects well.	85	77	83	83
Instructors knew subjects some.	15	21	13	11
Instructors knew subjects little. . . .	-	2	4	6
Total %	100	100	100	100
(N).	(13)	(57)	(24)	(18)

TABLE 29

RESPONDENTS' ASSESSMENTS OF THE ABILITY OF INSTRUCTORS AS TEACHERS BY TRAINING OCCUPATION
(In Percentages)

	Professional, Technical, Administrative	Clerical	Blue Collar	Service
Instructors were very good.	46	53	58	61
Instructors were pretty good.	46	39	33	22
Instructors were poor	8	9	8	17
Total %	100	101	99	100
(N)	(13)	(57)	(24)	(18)

TABLE 30

RESPONDENTS' APPRAISALS OF TEACHERS' INTEREST BY TRAINING OCCUPATION
(In Percentages)

	Professional, Technical, Administrative	Clerical	Blue Collar	Service
Teachers were really interested. . . .	54	63	63	72
Teachers were somewhat interested . . .	31	19	25	22
Teachers were not very interested . . .	15	18	13	6
Total %	100	100	101	100
(N)	(13)	(57)	(24)	(18)

TABLE 31

RESPONDENTS' ASSESSMENTS OF INSTRUCTORS' KNOWLEDGE OF SUBJECTS BY SEX AND EDUCATION
(In Percentages)

	Male	Female	Less Than 12 Years	12 Years	More Than 12 Years
Instructors knew subjects well. . . .	96	76	74	84	79
Instructors knew subjects some.	-	22	17	15	21
Instructors knew subjects little. . . .	4	2	9	1	-
Total % (N)	100 (25)	100 (87)	100 (23)	100 (69)	100 (19)

TABLE 32

RESPONDENTS' ASSESSMENTS OF THE ABILITY OF INSTRUCTORS AS TEACHERS BY SEX AND EDUCATION
(In Percentages)

	Male	Female	Less Than 12 Years	12 Years	More Than 12 Years
Instructors were very good.	56	54	44	62	42
Instructors were pretty good.	40	35	48	28	47
Instructors were poor	4	12	9	10	11
Total % (N)	100 (25)	101 (87)	101 (23)	100 (69)	100 (19)

TABLE 33

RESPONDENTS' APPRAISALS OF TEACHERS' INTEREST BY SEX AND EDUCATION
(In Percentages)

	Male	Female	Less Than 12 Years	12 Years	More Than 12 Years
Teachers were really interested	68	62	57	68	58
Teachers were somewhat interested . . .	24	22	17	20	37
Teachers were not very interested . . .	8	16	26	12	5
Total % (N)	100 (25)	100 (87)	100 (23)	100 (69)	100 (19)

Voucher Students and Types of Schools Attended[11].--Voucher students enrolled in private schools gave their instructors somewhat lower ratings in interest than did those in public schools (Table 36). The private school students were also less likely than those in public schools to give their instructors high ratings on the instructors' knowledge of their subjects (Table 34), as well as on their ability in teaching (Table 35).

TABLE 34

RESPONDENTS' ASSESSMENTS OF INSTRUCTORS' KNOWLEDGE OF SUBJECTS BY TYPE OF SCHOOL
(In Percentages)

	Public	Private
Instructors knew subjects well	92	71
Instructors knew subjects some	8	24
Instructors knew subjects little	-	5
Total %	100	100
(N)	(49)	(63)

TABLE 35

RESPONDENTS' ASSESSMENTS OF THE ABILITY OF INSTRUCTORS AS TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Public	Private
Instructors were very good	67	44
Instructors were pretty good	31	40
Instructors were poor	2	16
Total %	100	100
(N)	(49)	(63)

[11]Dunning, p. 9, fn. 1.

TABLE 36

RESPONDENTS' APPRAISALS OF TEACHERS' INTEREST BY TYPE OF SCHOOL
(In Percentages)

	Public	Private
Teachers were really interested.	78	52
Teachers were somewhat interested.	16	27
Teachers were not very interested.	6	21
Total %	100	100
(N)	(49)	(63)

While it is clear that the private school students did not rate their instructors as highly ad did the public school students, we should also note that relatively few students in either type of school saw their instructors as being really unqualified in the subject they taught, or as poor teachers.

Summary and Conclusions

The majority of vouchered trainees who were enrolled in vocational schools in Portland had similar training experiences. Most had a general interview with a staff member before being admitted to the training institution in which they were interested. Inquiries were made about their earlier schooling. They received some counseling and guidance which was generally confined to help in determining training needs and courses which should be taken to train for selected occupations. Most felt they did not need any more help than they received. The majority did not ask for any placement assistance nor did they receive any, primarily because they were either still in a training program, had dropped their training entirely, or were out of the labor force. The majority had few "bad experiences" with their training institution, the worse being that the schools exaggerated the chances of getting a job at the end of training. They felt their instructors were knowledgeable, good teachers and concerned and interested in their students. They were, for the most part, rather satisfied with the training they received.

However, there were some differences in the training experiences of the various subgroups of voucher clients. Male students were given a less rigorous admissions screening than were female students. They received less counseling and then found that their needs for guidance were more often unmet. Though the male students were as likely as the female students to receive placement assistance, they were also more likely to want additional help. They encountered more "bad experiences" with their training institutions, yet they assessed their instructors more highly. Their overall satisfaction with their training was slightly lower than that of the female students.

Those with less than 12 years of education were not screened as rigorously upon admission to training as were those with 12 years of education. They received more counseling than those with more than 12 years of education and were more satisfied that their needs for guidance and counseling were met than those with more education. They were considerably more likely to have had "bad experiences" with their training institutions than those with more education. They were less satisfied with their instructors and overall training than those with more education.

Students with 12 years of education had a more rigorous admissions screening. They were more likely to have had placement assistance. These students had fewer "bad experiences" with their training institutions than those with less education. They received the most counseling and guidance and reported the smallest proportion of unmet needs. They were satisfied with their instructors.

The most educated students were not rigorously screened at admission, received the least amount of counseling and had more unmet needs for guidance and counseling. However, they had few "bad experiences".

The training experiences of autonomous and nonautonomous respondents were similar, thought those who chose their own training occupation needed slightly more counseling and guidance than those who did not. Even though they received more counseling than the nonautonomous students, a slightly larger proportion of autonomous students felt their needs were still unmet. The students who chose their own

training institution also received slightly more counseling and guidance than those who did not.

The training experiences of the younger and older students were similar though the younger students received slightly more counseling than did the older one, and they felt a still greater need for additional help.

The training experiences of students were different depending on their training occupation. Those with professional training had a less rigorous screening at admissions. They received as much counseling and guidance as they requested. They tended not to want or ask for placement assistance. These students had a fair share of bad encounters in their training and though they ranked their instructors highly, overall they were less satisfied with their training than were those with other training occupations.

Those in blue collar training had less rigorous screening at admissions as well. They received less counseling than they requested and were more likely to have their needs unmet. They were likely to ask for placement help which they did not receive. They seemed to have had a large proportion of "bad experiences" with their training institutions. However, the students ranked their instructors highly.

Students preparing for service occupations received a rigorous screening at admissions. They were the most likely to receive counseling and guidance and the least likely to report such needs unmet. They were likely to receive placement services, and they had fewer negative experiences in training than those in other fields. Though they did not rank their instructors highly in knowledge of subject and teaching ability, they did feel they were concerned and interested in their students.

Students with clerical training occupations also had a rigorous screening at admissions. They were more satisfied with the amount of guidance and counseling they received than students with blue collar, professional, technical or administrative training occupations. They did encounter their fair share of "bad experiences" with their training institutions.

Despite variations of experience from one subgroup of vouchered trainees to another, the reader must remember however, that by and large, most of the students had reasonably good experiences in their

training. Unfulfilled but perceived needs for guidance and counseling, denial of requested placement assistance, bad experiences encountered in training, low evaluations of instructors, and dissatisfaction with the training were, in general, described by only rather small minorities of the students.

The implications of these different training experiences for training satisfaction, training completion, and early labor force behavior will be examined next.

III. INITIAL TRAINING OUTCOMES: CLIENT SATISFACTION AND TRAINING COMPLETION

Phase I of this longitudinal study[1,2] established that WIN clients will accept the voucher and undertake the responsibilities associated with it. They can make decisions on occupations and training institutions and can successfully negotiate admission to training institutions without agency intervention. It has also been established that their decisions on occupation and training institutions are as "reasonable" as the decisions made by participants in the 1973 regular WIN training program. There are, however, important additional considerations bearing on the feasibility of vouchers for training which go beyond the issue and commitment steps. In order to assess the relative utility of vouchered training (which is necessary in order to reach a decision on whether to adopt a voucher option as an alternative method of providing manpower training to disadvantaged clients), it is necessary to examine the relative satisfaction vouchered and nonvouchered clients had with their training, relative training completion rates among vouchered and nonvouchered clients, labor force participation rates, and occupational destinations of the employed trainees. This chapter will deal with two of these training outcomes: satisfaction with the training received, and training completion.

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[1]Bruce B. Dunning, Occupational Choices and Vocational School Selections: Experiences with the Portland WIN Voucher Training Program (Washington, D.C.: Bureau of Social Science Research, Inc., December, 1976).

[2]Ann Richardson and Laure M. Sharp, The Feasibility of Vouchered Training in WIN: Report on the First Phase of a Study (Washington, D.C.: Bureau of Social Science Research, Inc., December, 1974).

A. Training Satisfaction[3]

Since training satisfaction is a crucial link in the hypothetical chain between institutional training and enhanced employability, we must consider it both for vouchered and regular WIN participants. Comparing vouchered to regular clients will not only allow us to assess the impact of training satisfaction on subsequent labor force experiences, but will also allow us to distinguish between the effects of training satisfaction and satisfaction with the decision-making process.

Major Hypothesis and Related Findings

Although WIN clients are neither trained counselors nor experts on the job market, they may know their own interests and talents as well as or better than anyone else. It is reasonable to hypothesize that they are therefore capable of making decisions about training occupations and training institutions that are as judicious as those made by the WIN staff. In fact, the overall occupational choices of voucher recipients resembled quite closely those of the regular participants in institutional training, and 90 percent of all the respondents attended the same 20 training institutions.[4] It remains to be seen, though, whether the training was equally satisfying. For purposes of analysis then, the following null hypothesis is proposed:

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[3]All respondents were asked:

How satisfied are you with the training you got?

0 = Very Satisfied
1 = Somewhat Satisfied
2 = Not Very Satisfied
3 = Not Satisfied at All

The categories used for both distribution tables and regression analyses were as follows:

0 = Satisfied
1-3 = Not Satisfied

Collapsing in this manner, which was dictated by the heavy concentration at the "satisfied" end, has introduced a conservative bias into our analysis. By and large, we will be talking about those who were very satisfied with their training, meaning those coded 0 on the training satisfaction question.

[4]See Dunning, page 77, fn. 1, p. 47 of this report.

There will be no significant difference in the proportion of vouchered and non-vouchered WIN clients in institutional training that report satisfaction with their training.

Most WIN participants responding to the survey were satisfied with their training. We found virtually no difference in the proportion of voucher and regular respondents that reported satisfaction with their institutional training. While 79 percent of the conventional WIN participants were satisfied with their training, 80 percent of the voucher recipients reported satisfaction as well.

When we pooled the data to examine the effect of system (voucher or regular) on training satisfaction (see Appendix F, Table F-1 for results), we found that what at the gross level was a negligible difference in satisfaction with training (79% of the regulars and 80% of the vouchers), spreads out once minor differences in group composition are taken into account.[5] We find that the estimated proportion of regular participants satisfied with their training is 83 percent while the estimated proportion of the vouchered trainees is 76 percent. While there is more of a spread and direction has reversed, there still remains no significant difference in the proportion of vouchered and nonvouchered WIN clients in institutional training that report satisfaction with their training.[6] We therefore cannot reject the null hypothesis.

Although the proportion of voucher and regular WIN participants expressing satisfaction with their training is not significantly different, it remains to be seen if particular trainee characteristics are associated with training satisfaction for both the vouchered and nonvouchered systems. Which characteristics affect the two systems similarly? Which characteristics affect the two systems differently?

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[5]The technique used for this purpose was multiple regression analysis, which provides estimates of the effects of selected variables independent of the effects of all other variables in the regression model, on the probability of being satisfied with training. For a more complete discussion of this technique, see Appendix F.

[6]A z test was used to test the significance of differences between proportions. It was not significant at the .05 level.

This kind of information will help in ultimately designing a system which better satisfies the needs of the various subgroups which in the aggregate constitute the WIN clientele.

Factors That Appear to Influence Training Satisfaction Similarly in the Vouchered and Regular Systems (Vouchering Did Not Make A Difference)[7]

The two WIN systems offer the clients different experiences. However, the data suggest that certain characteristics influence the training satisfaction of clients similarly regardless of system. This section will look at such characteristics.

Education.--The less educated WIN participants, those with less than 12 years of education, were considerably less satisfied with their institutional training than were the more educated participants (Table 37).

TABLE 37

THE INFLUENCE OF EDUCATION ON TRAINING SATISFACTION[a]
(In Percentages)

	Estimated Proportion Satisfied With Training	
	Voucher	Regular
All	80	79
Less than 12 years	61	71
12 years	85	82
More than 12 years	85	82

[a]Appendix F, Table F-1 presents the full regression results for voucher and regular recipients.

[7]Included are all deviations from the grand mean that are in the same direction even if the absolute values of the regression coefficients are not the same. For example, since both voucher clients and regular clients with less than 12 years of education have a regression coefficient of -19 and -6 they will be included here even though there is an 11 percentage point difference in the estimated proportion of voucher and regular individuals with less than 12 years of education.

This appears to be true regardless of system, and raises the question of whether the less educated WIN respondents are "falling through the slats?" Is institutional training only for the educationally elite? The data on autonomy suggest not. We need to wait and look at the consequences of training, i.e., completion and labor force participation. Perhaps the reasons for these differences by educational level lie with the schools.

Voucher respondents with less than 12 years of education reported being less satisfied with their instructors and instruction than respondents with 12 years or more of education. While 52 percent of the less educated voucher clients said they were dissatisfied with their teachers, 33 percent of the more educated made such claims (Table 38).

TABLE 38

COMPARISON OF THE PROPORTION OF VOUCHER PARTICIPANTS MENTIONING THEIR SATISFACTION OR DISSATISFACTION WITH EACH ITEM BY EDUCATION (Percent Mentioning)[a]

Items Mentioned	Less Than 12 Years	12 Years	More Than 12 Years
Satisfaction			
Good instructors/instruction	25	37	44
Liked subject matter	46	35	33
Liked particular class	29	34	17
Practical work application	13	24	17
Liked entire program	21	31	22
Good personal support	8	25	17
Dissatisfaction			
Poor instructors/instruction	52	25	33
Workload too difficult	13	23	17
Learned nothing new	4	3	6
Disliked specific course	17	28	6
Facilities lacking	8	7	11
No practical work application	4	4	11
Disliked entire program	8	3	22
No personal attention	22	9	11
(N)	(23)	(69)	(18)

[a]Multiple responses were permitted.

Less educated voucher and regular respondents were also more likely to complain about the lack of personal attention they were given at the schools (Tables 38 and 39). It is likely that these respondents needed more attention than the more educated and not that they got less.

The data in Tables 38 and 39 suggest some reasons for the lower levels of satisfaction reported by the less educated respondents. They had given their teachers lower ratings (Table 33) and they had reported "bad experiences" more often than better educated clients (Table 22). Although they had actually received proportionately more counseling and guidance service than better educated clients, a sizeable number of them (Table 5) expressed the need for more such services.

TABLE 39

COMPARISON OF THE PROPORTION OF REGULAR PARTICIPANTS MENTIONING THEIR SATISFACTION OR DISSATISFACTION WITH EACH ITEM BY EDUCATION (Percent Mentioning)[a]

Items Mentioned	Less Than 12 Years	12 Years	More Than 12 Years
Satisfaction			
Good instructors/instruction	25	22	38
Liked subject matter	19	29	14
Liked particular class	3	7	-
Practical work application	17	23	10
Liked entire program	22	28	38
Good personal support	6	9	14
Dissatisfaction			
Poor instructors/instruction	8	12	5
Workload too difficult	22	7	10
Learned nothing new	6	5	-
Disliked specific course	3	2	-
Facilities lacking	-	2	5
No practical work application	8	10	5
Disliked entire program	6	7	-
No personal attention	11	6	10
(N)	(36)	(82)	(21)

[a]Multiple responses were permitted.

Type of School Attended.--Respondents attending public schools were considerably more likely to be satisfied with their institutional training than were respondents who attended private schools (Table 40).

TABLE 40

THE INFLUENCE OF TYPE OF SCHOOL ATTENDED ON TRAINING SATISFACTION[a] (In Percentages)

	Estimated Proportion Satisfied With Training	
	Voucher	Regular
All	80	79
Public school	92	91
Private school	70	71

[a]Appendix F, Table F-1 presents the full regression results for voucher and regular recipients.

In Chapter II of this report, we examined the training experiences of the voucher clients. We do not have complete information for students who were in the conventional WIN system. However, since 90 percent of the vouchered and nonvouchered students attended the same schools, it is not entirely unreasonable to assume that the training experiences of the regular WIN respondents were similar to those of the vouchered students and that they shared some of the same reactions.

As you will recall vouchered students were asked if they had encountered any of six "bad experiences" sometimes encountered by people in vocational training (Table 23). The proportion of respondents reporting such experiences was considerably higher in private schools. There were three areas in which the private schools were at a noticeable disadvantage. While none of the respondents who attended public schools said their schools advertised or promised training that was not given, 14 percent of those who had been in private schools made such claims. Further, only 8 percent of the public school students, but 36 percent of those in private schools, said that their schools exaggerated the

chances of getting a job at the end of the training. A third area in which the private schools were at a noticeable disadvantage as viewed by the students was in the equipment used in training. Private school students were markedly more likely than those in public schools to say that they had encountered outdated equipment in their training.

When respondents were asked to assess their instructors knowledge of the subject, ability as a teacher, and interest in their students, the voucher recipients enrolled in private schools gave their instructors somewhat lower ratings in all three areas than did those in public schools (Tables 34-36).

We do have comparable data on why voucher and regular students said they were satisfied or dissatisfied with their vocational training (Table 41).

TABLE 41

COMPARISON OF THE PROPORTION OF PUBLIC AND PRIVATE SCHOOL RESPONDENTS MENTIONING THEIR SATISFACTION OR DISSATISFACTION WITH EACH ITEM (Percent Mentioning)[a]

Items Mentioned	Voucher		Regular	
	Public	Private	Public	Private
Satisfaction				
Good instructors/instruction	50	24	32	21
Liked subject matter	33	40	26	23
Liked particular class	31	30	6	5
Practical work application	17	22	30	13
Liked entire program	40	18	30	28
Good personal support	23	18	9	8
Dissatisfaction				
Poor instructors/instruction	17	44	6	15
Workload too difficult	23	18	9	12
Learned nothing new	4	3	4	5
Disliked specific course	29	18	4	1
Facilities lacking	4	11	-	4
No practical work application	6	6	4	12
Disliked entire program	6	8	-	10
No personal attention	6	18	6	10
(N)	(48)	(63)	(54)	(83)

[a] Multiple responses were permitted.

The voucher and regular students who attended public schools were more likely to be satisfied with the instruction and instructors. (This confirms the earlier findings based just on the voucher clients). Thirty-two percent of the regular WIN respondents attending public schools expressed such satisfaction, while only 21 percent of those attending private schools did. Conversely, 15 percent of the regular students attending private schools were dissatisfied with instruction or their instructors, while 6 percent of those in public schools expressed such feelings. The figures for voucher clients point in the same direction.

In addition, regular clients in public schools felt their program was more likely to prepare them for a job, a concern mentioned often by the regular clients.

Factors That Appear to Influence Training Satisfaction Differently in the Vouchered and Regular Systems (Vouchering Made a Difference)

The voucher system was designed as an alternative method for acquiring occupational training. This section will examine those particular characteristics that have an important but different influence on the training satisfaction of respondents in the two systems.

Sex and Program Status.--Relative to the experiences in regular WIN training vouchering increased the training satisfaction of mandatory[8] females, decreased the training satisfaction of males, and had little effect on the expressed satisfaction of females who were voluntary participants (Table 42).

[8]Refers to program status. Mandatory women are required to participate in WIN in order to be eligible for AFDC.

TABLE 42

THE INFLUENCE OF SEX AND PROGRAM STATUS ON TRAINING SATISFACTION[a] (In Percentages)

	Estimated Proportion Satisfied With Training	
	Voucher	Regular
All	80	79
Male[b]	67	80
Mandatory female	84	73
Volunteer female	83	85
Female NA[c]	-	72

[a]Appendix F, Table F-1 presents the full regression results for voucher and regular recipients.

[b]Because the predominant reasons for exemption from WIN registration (mother or sole caretaker of child under 6, or caretaker in a home including an incapacitated member) rarely apply to men, most men receiving AFDC support are mandatory WIN registrants. None of the men in either the voucher or regular group of respondents was a volunteer. Because program status is a partial proxy for sex in both our study groups, they have been combined here into a single, composite variable in order to sort out effects of sex from those of legal status.

[c]Data on mandatory/voluntary status were not available in WIN records for 34 women. In part these omissions resulted from a change in OSES form MA 511 in 1973.

Table 43 presents data on why male students in the voucher and regular system said they were satisfied or dissatisfied with their vocational training. This might help us understand why males in the regular system were more likely to be satisfied with their training than were males in the voucher system.

TABLE 43

COMPARISON OF THE PROPORTION OF MALE RESPONDENTS MENTIONING THEIR SATISFACTION OR DISSATISFACTION WITH EACH ITEM (Percent Mentioning)[a]

Items Mentioned	Males	
	Voucher	Regular
Satisfaction		
Good instructors/instruction	36	29
Liked subject matter	44	29
Liked particular class	32	-
Practical work application	16	14
Liked entire program	28	48
Good personal support	8	5
Dissatisfaction		
Poor instructors/instruction	46	10
Workload too difficult	8	14
Learned nothing new	8	-
Disliked specific course	8	-
Facilities lacking	21	5
No practical work application	13	5
Disliked entire program	13	5
No personal attention	21	10
(N)	(25)	(21)

[a]Multiple responses were permitted.

Almost one-half of the males in the regular system but just over one-quarter of the males in the voucher system reported liking the entire training program. Whereas 46 percent of the vouchered males felt the instruction and instructors were poor, only 10 percent of the regular males felt that way. Also, a much larger proportion of males in the voucher system than the regular system felt that the training facilities were lacking. Another factor contributing to the

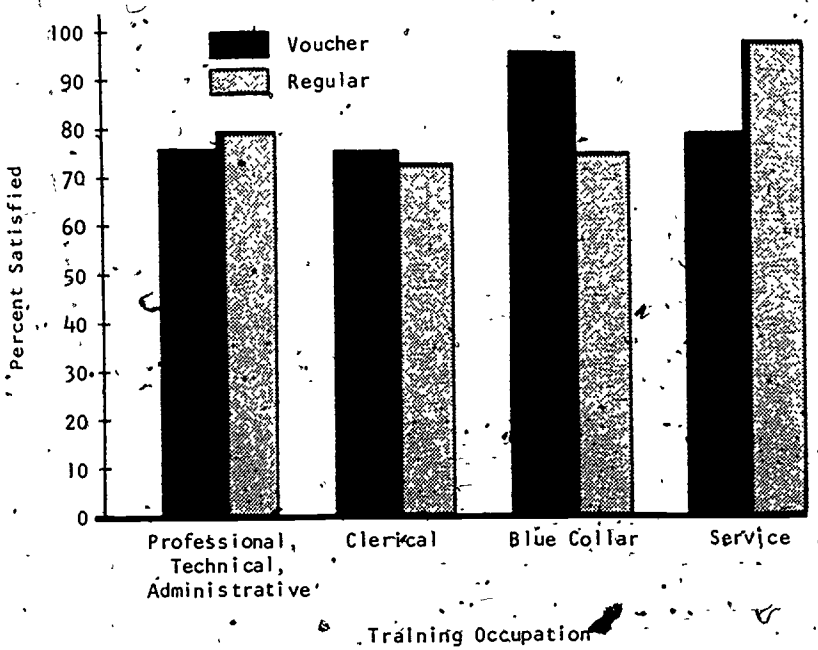
dissatisfaction of a considerable proportion of vouchered male students was their dissatisfaction with the amount of personal attention they were getting from the school staff.

Mandatory females in the voucher system were as satisfied with their institutional training as were volunteer females As shown in Chapter II, we found that the training experiences of male and female students in the voucher system were quite different. Female students received more counseling and guidance from school personnel and were more likely than male students to feel that their counseling needs were satisfactorily met. Female students were also more likely than male students to have had few negative experiences with their training institutions.

Training Occupation.--For those respondents in professional, technical, administrative or clerical training occupations vouchering had almost no effect on their expressed training satisfaction (Figure 1). However, vouchering did have an effect on the training satisfaction of those students preparing for blue collar and service occupations. Relative to the regular WIN training vouchering increased the training satisfaction of those students preparing for blue collar occupations and decreased the satisfaction of those preparing for service occupations.

FIGURE 1

ESTIMATED PROPORTIONS OF VOUCHER AND REGULAR CLIENTS SATISFIED WITH THEIR TRAINING BY TRAINING OCCUPATION



Age.--The age of the respondents had only a slight effect on their expressed training satisfaction (Table 44). Relative to the experience of the regular WIN training, vouchering increased the training satisfaction of the younger respondents and decreased the training satisfaction of the older respondents. Since the younger respondents are likely to have been out of school less time than the older participants, they are more likely to "know the ropes," and need less direction from the WIN staff. The older respondents may need the additional direction the WIN counselor provides in the conventional system.

TABLE 44

THE INFLUENCE OF AGE ON TRAINING SATISFACTION[a]
(In Percentages)

	Estimated Proportion Satisfied With Training	
	Voucher	Regular
All	80	79
18-29 years of age	82	76
30 years of age or older	77	82

[a]Appendix F, Table F-1 presents the full regression results for voucher and regular recipients.

Experiences Unique to the Voucher System and Their Effect on Training Satisfaction

Self-Assessment Counseling.--In order for voucher clients to make reasonable occupational decisions, the clients must have as much information as possible about their abilities. Self-assessment counseling is based on the observation that clients possess job-relevant skills and aptitudes which have been acquired at work, in the home, in volunteer work, or through hobbies. The task of self-assessment serves to examine the specific functions that a client performs in his day-to-day life, and relates his learned skills and aptitudes to the skills and aptitudes used in specific occupations. Most often, a WIN staff member can facilitate the self-assessment process by making available the means by which the client can accomplish a thorough exploration of himself and of the world of work.[9] As the project was administered, clients were offered the opportunity for self-assessment, but it was not a requirement for participation.

[9]For more complete information on self-assessment counseling see Richardson, Design and Administrative Procedures for a Voucher System for Skill Training in the Work Incentive Program (Washington, D.C.: Bureau of Social Science Research, Inc., February, 1977).

An equal number of voucher recipients chose self-assessment as did not choose it.[10] Since many of the voucher participants had well established ideas about the occupations for which they wanted training when they first arrived at WIN, many may have felt that self-assessment was not necessary.

Table 49 provides us with information on who did and did not make use of the counseling. There are some substantial differences in

TABLE 45

COMPARISON OF VOUCHER RECIPIENTS WHO DID AND DID NOT USE SELF-ASSESSMENT COUNSELING
(In Percentages)

	(N)	Self-Assessment	No Self-Assessment
Education			
Less than 12 years	(19)	42	58
12 Years	(54)	59	41
More than 12 years	(14)	21	79
Sex/Program Status			
Male	(18)	39	61
Mandatory female	(17)	41	59
Volunteer female	(52)	56	44
Age			
18-29 years	(54)	44	56
30 years or more	(34)	59	41
Dependents			
0-1	(30)	47	53
2-3	(43)	49	51
4 or more	(15)	60	40
Training Occupation			
Professional, technical, & administrative	(12)	25	75
Clerical	(48)	60	40
Blue collar	(15)	40	60
Service	(13)	46	54
Type of School Attended			
Public	(50)	50	50
Private	(38)	50	50

[10] We do not know whether 24 voucher clients did or did not use self-assessment.

the two groups. Those with more than 12 years of education tended to use it less than any other educational group. Volunteer females made the most use of self-assessment. A larger proportion of older than of younger clients used the self-assessment process. While 60 percent of those with 4 or more dependents used self-assessment, only 47 percent of those with 0 or 1 dependent did. Of those who used the counseling, one-half went to private schools in Portland and the other half attended public schools.

Generally, people who had been out of school the longest (those over 30 years of age or those with 4 or more dependents) tended to use the process the most.

Surprisingly, self-assessment counseling had only a very slight effect on the training satisfaction of the voucher respondents (Table 46), and the effect of this counseling was opposite to what we would have predicted. Those who had the counseling were somewhat less likely to be satisfied with their institutional training than those who did not. Clearly, it is possible to have chosen an occupation and a training institution very carefully and to still not be satisfied with the training, just as it seems quite possible to be highly involved in all occupational decisions and still feel that the training was not

TABLE 46

THE INFLUENCE OF SELF-ASSESSMENT COUNSELING ON THE TRAINING SATISFACTION OF VOUCHER CLIENTS[a]
(In Percentages)

	Estimated Proportion Satisfied With Training
All[b]	80
Had self-assessment counseling.	73
Did not have counseling	80

[a]Appendix F, Table F-1 presents the full regression results for voucher recipients.

[b]We had no information on whether 24 voucher clients had self-assessment counseling.

entirely satisfactory. Of course, in the face of an unexpected finding, there remains always the nagging possibility of its spurious nature. Were those who sought self-assessment counseling especially unready for occupational decisions and/or training, and how much worse would they have fared without counseling? The age and number of dependents data in Table 45 suggest this possibility. In any event it would not be wise to judge the effectiveness of the counseling from the data on training satisfaction alone. The effect of self-assessment counseling on completion rates is another important set of data which will shed further light on the issue.

Summary of the Findings Related to Training Satisfaction

More than three-quarters of both the voucher and regular participants in our study expressed satisfaction with their institutional training. Regression estimates of the net associations of various factors with training satisfaction indicated that satisfaction with training was not equally distributed among all clients, but varied among recipients with different demographic characteristics, training occupations, and training institutions. Training occupation, type of school attended, and the demographic characteristics of the respondents had an important effect on the extent to which they experienced training satisfaction. Often, various factors associated with training satisfaction were the same regardless of whether an individual was in the voucher or regular system. Sometimes there were differences. Included are two summary tables (Tables 47A and 47B) which display the variables in the order of their effect on expressed training satisfaction, controlling for all other variables in the regression model, and a third table (Table 47C) which shows the effects of vouchering.

For vouchered trainees, age had less effect on the probability of being satisfied with vocational training than did sex and program status, family size, and type of school attended (Table 47A). Educational achievement had the greatest influence on the expressed training satisfaction of the voucher recipients.

These tables also indicate the estimated net proportion of recipients in each category who would be likely to be satisfied with

their training, other factors being equal. Whereas 95 percent of the voucher respondents with blue collar training occupations would be likely to be satisfied with their training, only 75 percent of the voucher respondents with clerical training occupations would feel this way. Whereas 92 percent of the vouchered respondents who attended public schools would be likely to be satisfied with their training, only 70 percent of the vouchered respondents who went to private schools would express such satisfaction (Table 47A).

TABLE 47A

ESTIMATED NET PROPORTION OF VOUCHER RESPONDENTS EXPRESSING SATISFACTION WITH THEIR TRAINING[a]

	Voucher	
	%	(N)
Education		
Less than 12 years	61	(24)
12 years	85	(68)
More than 12 years	85	(19)
Type of School Attended		
Public	92	(49)
Private	70	(62)
Training Occupation		
Professional, technical, administrative	76	(14)
Clerical	75	(55)
Blue collar	95	(24)
Service	78	(18)
Sex/Program Status		
Male	67	(25)
Mandatory female	84	(24)
Volunteer female	83	(62)
Age		
18-29 years	82	(68)
30 years or more	77	(43)

[a]Appendix F, Table F-1 presents the full regression results for voucher and regular recipients.

For regular clients, training occupation had the greatest influence on expressed feelings about the training experience. Education had less of an impact on their expressed training satisfaction than it did for vouchered clients (Table 47B).

TABLE 47B

ESTIMATED NET PROPORTION OF REGULAR RESPONDENTS EXPRESSING SATISFACTION WITH THEIR TRAINING[a]

	Regular	
	%	(N)
Training Occupation		
Professional, technical, administrative	79	(12)
Clerical	73	(80)
Blue collar	74	(21)
Service	97	(31)
Type of School Attended		
Public	91	(59)
Private	71	(85)
Sex/Program Status		
Male	80	(21)
Mandatory female	73	(29)
Volunteer female	85	(60)
Female-NA	72	(34)
Education		
Less than 12 years	71	(38)
12 years	82	(83)
More than 12 years	82	(23)
Age		
18-29 years	76	(83)
30 years or more	82	(61)

[a]Appendix F, Table F-1 presents the full regression results for voucher and regular recipients.

Vouchering vocational training did make a difference with respect to the training satisfaction experienced by some subgroups of trainees (Table 47C).

TABLE 47C

INFLUENCES ON THE PROPORTION OF RESPONDENTS WHO WERE SATISFIED WITH THEIR VOCATIONAL TRAINING AND CHANGES DUE TO VOUCHERING (In Percentages)

	Estimated Proportion Satisfied With Training		
	Voucher	Regular	Changes Due to Vouchering
All	80	79	+01
Male	67	80	<u>-13</u>[b]
Mandatory female	84	73	<u>+11</u>
Volunteer female	83	85	-02
Fewer than 12 years education	61	71	<u>-10</u>
12 years education	85	82	+03
More than 12 years education	85	82	+03
18-29 years old	82	76	+06
30 years or older	77	82	-05
Public school	92	91	+01
Private school	70	71	-01
Professional, technical, administrative training	76	79	-03
Clerical training	75	73	+02
Blue collar training	95	74	<u>+21</u>
Service training	78	97	<u>-19</u>

[a] Appendix F, Table F-1 presents the full regression results for voucher and regular recipients.

[b] "Especially" large (underscored) effects of vouchering are those lying outside the -09 and +11 range.

Relative to the experience of regular WIN trainees, it increased the satisfaction of females who were required to participate in the WIN program, respondents who were preparing for blue collar occupations, and those who were younger. Vouchering decreased the training satisfaction of males, those with less than 12 years of education, individuals who were over 30 years of age, and those preparing for service occupations. For many subgroups, there were almost no changes perhaps indicating that the method for acquiring occupational skills had less of an influence on training satisfaction than did other factors. Women voluntarily participating in the WIN program, those with 12 years or more education, and those who attended public schools were likely to be satisfied with their vocational training regardless of whether they were vouchered or unvouchered trainees. Those who attended private schools, those who sought training for white collar occupations, were less likely to be satisfied with their training regardless of whether they were in the voucher or conventional WIN system.

Training satisfaction is only one indicator of relative success of the vouchered training. Section B of this chapter will examine another indicator--early termination rates.

B. Completion of Training

Major Hypothesis and Related Findings

According to Phase I of this longitudinal study:

> ". . . the occupations which voucher recipients chose reflected the persistence of traditional criteria of appropriateness and feasibility. . . . Voucher recipients' approaches to thinking about and choosing occupations in which to obtain voucher training reflected a pragmatic recognition of the existing occupational structure and labor market."[11]

In view of the conventional training choices made by voucher recipients without help from WIN staff personnel, it is important to determine if vouchered trainees are as likely as or more likely to complete training than regular trainees, who presumably made their choice with the active participation of trained professionals? Would greater self-determination

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[11] See Dunning, page 77; fn. 1 p. 47 of this report.

be translated into higher completion rates? Would it compensate for the reduced active participation of trained professionals? We therefore propose to test the following null hypothesis:

> There will be no significant difference in the completion rates of voucher recipients and clients who go through the conventional WIN program.

Sixty-five percent of the voucher clients and 63 percent of the conventional WIN participants completed their institutional training.

When we pooled the data to examine the effect of system (voucher or regular) on completion rates (see Appendix F, Table F-2 for results), we found that what at the gross level was a negligible difference in completion rates (65% of the vouchers and 63% of the regulars), now spreads out slightly when minor differences in group composition are taken into account. We find that the estimated proportion of vouchered trainees completing their training is 68 percent while the estimated proportion of regular participants is 61 percent. While there is more spread, there still remains no significant difference in the proportion of vouchered and nonvouchered WIN clients in institutional training that completed their training.[12] We therefore cannot reject our null hypothesis.

Since there is no significant difference in the completion rates of our respondents, it becomes important to investigate what factors tend to be particularly associated with completion of training; and to examine whether these factors are the same in both systems. The balance of this chapter is devoted to this analysis.

Factors That Appear to Influence Completion Rates Similarly in the Voucher and Regular Systems (Vouchering Did Not Make a Difference)

Table 48 provides us with a detailed look at the respondents by age. The older the vouchered respondents, the greater the proportion who completed their vocational training. Of the regular WIN participants, the trend was generally the same, though not as smooth.

[12] A z test was used to test the significance of difference between the proportions. It was not significant at the .05 level.

TABLE 48

AGE AND COMPLETION STATUS FOR VOUCHERED AND REGULAR RESPONDENTS
(In Percentages)

Completion Status	18-19 Years		20-29 Years		30-39 Years		40 or More	
	V	R	V	R	V	R	V	R
Completed.....	--	29	66	59	68	72	78	67
Dropped.....	100	71	34	41	32	28	22	33
Total %	100	100	100	100	100	100	100	100
(N)	(3)	(7)	(64)	(79)	(34)	(39)	(9)	(21)

In looking at the regression data for the net effects of age on completion rates independent of all other variables (see Appendix F, Table F-2 for full regression model), we find that the completion rates were similar for both voucher and regular respondents however, the effect of age is smaller for the voucher clients than regular clients. Those 30 years or older were somewhat more likely to complete their training than were those under 30 regardless of system (Table 49).

TABLE 49

THE INFLUENCE OF AGE ON COMPLETION RATES[a]
(In Percentages)

	Estimated Proportion Completed	
	Voucher	Regular
All	65	63
18-29 years	63	57
30 years or more	69	72

[a]Appendix F, Table F-2 presents the full regression results for voucher and regular recipients.

Type of School Attended.--WIN participants attending public schools for their vocational training were slightly less likely to complete their training than were those attending private schools[13] (Table 50).

TABLE 50

THE INFLUENCE OF TYPE OF SCHOOL ATTENDED ON COMPLETION RATES[a] (In Percentages)

	Estimated Proportion Completed	
	Voucher	Regular
All	65	63
Public school	60	59
Private school	69	66

[a]Appendix F, Table F-2 presents the full regression results for voucher and regular recipients.

Training Satisfaction.--As might be expected, reported dissatisfaction with training had a considerable effect on completion rates in both the voucher and conventional WIN systems[14] (Table 51). Those who were not satisfied with their training were approximately 30 percentage points less likely to complete their training. This finding was the same for participants in both vouchered and nonvouchered training.

WIN Counseling.--Voucher and regular clients who felt they needed more help from the WIN staff than they received, were less likely (by 12 percentage points for the voucher clients and 8 percentage points for the regular clients) to complete their occupational training than those who received as much counseling as they needed (Table 52).

[13]For a thorough comparison of public and private schools, see Bruce B. Dunning, Aspects of Vouchered WIN Trainees' Experiences with Vocational Training Schools: Experiences with the Portland WIN Voucher Training Program (Washington, D.C.: Bureau of Social Science Research, Inc., October, 1976).

[14]Sixteen regular respondents did not answer the question relating to training satisfaction.

TABLE 51

THE INFLUENCE OF SATISFACTION WITH TRAINING ON COMPLETION RATES[a] (In Percentages)

	Estimated Proportion Completed	
	Voucher	Regular
All	65	63
Satisfied	71	71
Not satisfied	39	42

[a]Appendix F, Table F-2 presents the full regression results for voucher and regular recipients.

TABLE 52

THE INFLUENCE OF WIN COUNSELING ON COMPLETION RATES[a] (In Percentages)

	Estimated Proportion Completed	
	Voucher	Regular
All	65	63
Needs met	67	66
Needs frustrated	55	58

[a]Appendix F, Table F-2 presents the full regression results for voucher and regular recipients.

Table 53 gives us information on the areas in which respondents felt more guidance was required. Since the basic difference between the voucher and conventional system is the degree to which choices are left to the respondent, it is of prime importance to find out whether the vouchered respondents reported a greater need for more guidance than did the regular respondents. Only 18 percent of all the interviewed voucher recipients said they needed more help from WIN than they got. Surprisingly, 35 percent of the regular respondents reported

a need for more guidance. Most of the vouchered respondents requiring more guidance needed more information on the WIN program itself. This includes information on regulations, benefits, support services, placement and training processes, etc. Only 5 percent of the voucher group reported a need for more interpersonal support--staff encouragement, interest, understanding, time for discussion, etc. Three percent of the voucher people needed more occupational information, and 2 percent needed more information on training institutions. The percentages are very small, and they are smaller for the voucher recipients than for the regular respondents. This indicates that the great majority of vouchered recipients felt comfortable and confident. Nonetheless, those whose needs were not met were less likely to complete their training than those whose needs were met.

TABLE 53

COMPARISON OF VOUCHER AND REGULAR RESPONDENTS' RESPONSES TO THE QUESTION, "DID YOU NEED MORE HELP FROM THE WIN STAFF THAN YOU GOT, AND WHAT DID YOU NEED IT IN?"[a] (Percent Mentioning)[a]

	Total Respondents		Those Who Said They Needed Help	
	Voucher	Regular	Voucher	Regular
WIN program information benefits, regulations. . . .	13	5	70	52
Occupation-employment opportunities, work conditions, occupational characteristics.	3	17	15	48
Training institution curriculum, reputation . . .	2	7	10	19
Interpersonal support, encouragement, interest, understanding, more time for discussion	5	20	25	58
(N)	(110)	(148)	(20)	(52)

[a]Multiple responses permitted.

Factors which Appear to Influence the Completion Rates of Voucher and Regular Participants Differently (Vouchering Made a Difference)

While males were likely to complete their vocational training considerably more often (by 19 percentage points) in the conventional WIN system, volunteer females were more likely (by 14 percentage points) to complete their institutional training if they were voucher recipients (Table 54). Mandatory females were likely to complete at a nearly identical rate in the two systems.

TABLE 54

THE INFLUENCE OF SEX AND PROGRAM ON COMPLETION RATES[a]
(In Percentages)

	Estimated Proportion Completing	
	Voucher	Regular
All	65	63
Male	53	72
Mandatory females	65	67
Volunteer females	70	56
Female NA[b]	-	67

[a]Appendix F, Table F-2 presents the full regression results for voucher and regular recipients.

[b]Data on legal status were not available in WIN records for 34 female respondents. In part these omissions resulted from a change in OSES form MA 511 in 1973.

For vouchered trainees, sex had more impact on completion rates than did legal status, while for regular participants the reverse was true. This may be partly explained by the fact that in the conventional WIN system those required to participate in WIN were subject to adjudication for refusal to participate (which was how dropouts were usually treated--their AFDC status was threatened). This was not the case in the vouchered system (noncompleters were not subject to

adjudication but were given a second chance primarily because this was a demonstration project).[15] Also of importance is the fact that volunteer women had had a pent-up demand for institutional training for some time before Portland I. The result of this pent-up demand (in effect a "creaming" or selectivity factor) on completion rates though difficult to measure could be partially responsible for the difference in dropout rates of volunteer women in the two systems.

Education.--While those individuals with less than 12 years of education were the least likely to complete their training regardless of whether they were vouchered or nonvouchered students, those with more than 12 years of education behaved differently in the two systems. The individuals with most education were more likely (by 13 percentage points) to complete their institutional training if they were nonvouchered students. For students in the conventional WIN system, the more educated they were, the more likely they were to complete their training (Table 55).

TABLE 55

THE INFLUENCE OF EDUCATION ON COMPLETION RATES[a]
(In Percentages)

	Estimated Proportion Completing	
	Voucher	Regular
All	65	63
Less than 12 years	55	52
12 years	70	66
More than 12 years	59	72

[a]Appendix F, Table F-2 presents the full regression results for voucher and regular recipients.

[15]In the Richardson, Summary of Findings on the Administrative Feasibility of Vouchering Skill Training in the WIN Program report, the estimated proportions completing by sex and legal status, were considerably different in magnitude and, more importantly, direction. This is due to the fact that different variables were put into the regression equation. That equation contained only demographic characteristics and length of training while the analysis presented here contains (controls for) satisfaction with training, autonomy, WIN counseling, and the relationship between one's training occupation and the occupation one had in mind when entering WIN.

Relative to their regular WIN counterparts, vouchering appears to have decreased the completion rate of the most educated students while having almost no effect on the less educated. It will be recalled that the most educated voucher recipients received less counseling and guidance from their training institutions than those with less education. (See Chapter II, page 13). A larger proportion of more educated than less educated respondents complained that their counseling needs were unmet.[16] Since it has been suggested that voucher clients used the guidance and the counseling of the school personnel in much the same way as the regular clients used the WIN staff, it is not surprising that the more educated, having needed more counseling than they received, terminated their training earlier than their regular counterparts. It suggests also that WIN staff was especially helpful (devoted effort, time, attention, etc. to the most educated, being perhaps seen as more promising, deserving, likely to succeed).

Dependents.--It was expected that the number of dependents would have a considerable effect on the likelihood of completing training. We anticipated that there would be a negative correlation between the number of dependents and completion of training. Especially for women, more dependents represent more demands on their time and conflict with training demands. According to the data, the number of dependents did appear to have considerable effect on completion rates. For those in the conventional WIN program, clients with larger families were 21 percentage points less likely to complete their training than those with small families (Figure 2). The pattern was not as clear cut for voucher recipients. Those with two or three dependents were most likely to complete their training while those with zero or one dependent were least likely.

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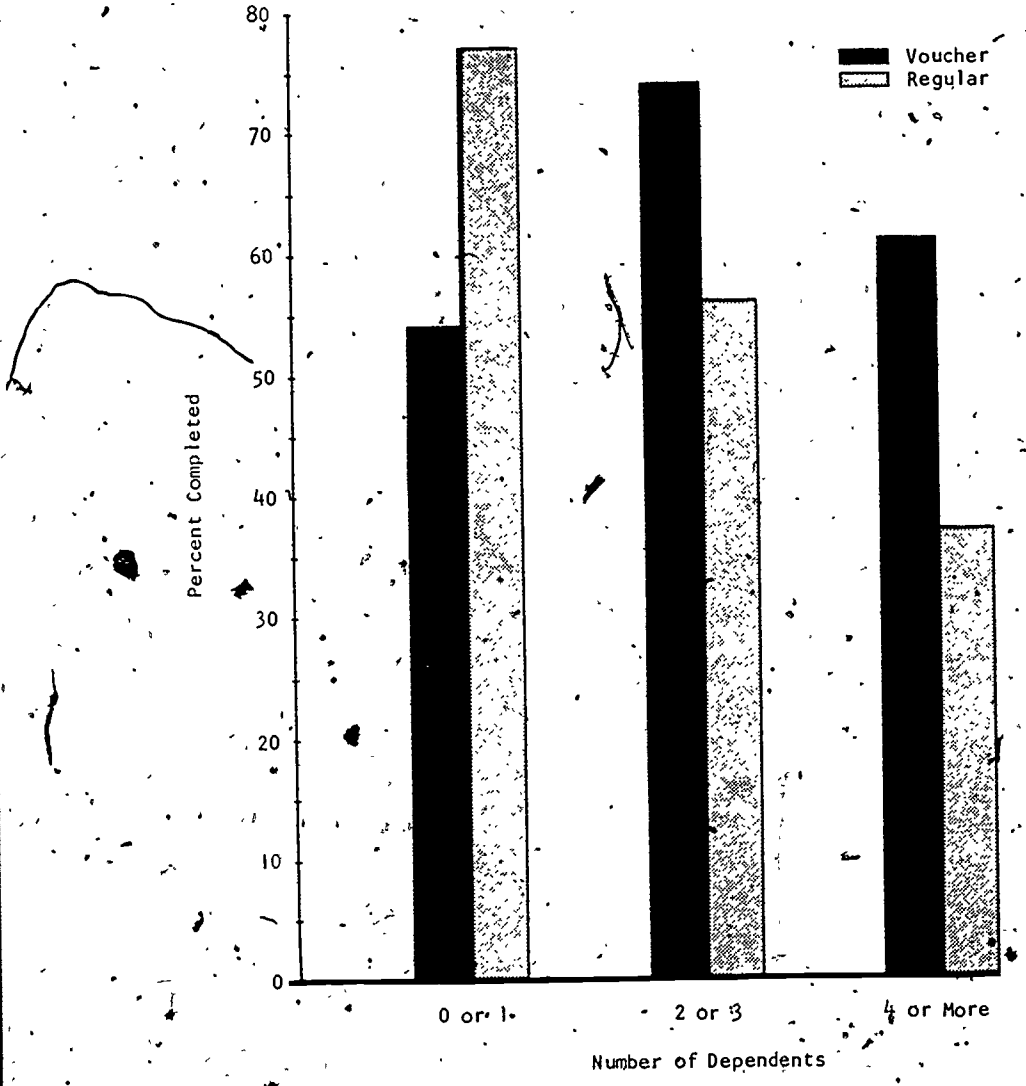
[16] On the average, 17 percent of those with more than 12 years of education responded that they needed additional help in one or more of these areas: deciding interests and occupational goals, determining the suitability of such interests and goals, determining training needs, reviewing progress in training, and personal counseling. On the 12 percent of those with less than 12 years of education and 11 percent of those with 12 years of education reported such a need.

FIGURE 2

ESTIMATED PROPORTIONS OF VOUCHER AND REGULAR CLIENTS WHO COMPLETED TRAINING BY NUMBER OF DERENDENTS



This suggests that more appropriate training arrangements (closer to home, flexible hours, longer period in which to receive training) are necessary.

Relative to their regular WIN counterparts, vouchering appears to have increased the completion rates of those with medium-sized and large families and decreased the rate of those with small families.

Training Occupation.--Respondents in professional, technical, administrative or blue collar training occupations were more likely to complete their training in the voucher system than the regular system while students preparing for service occupations were more likely to complete their training in the conventional system. Those in the voucher system preparing for clerical occupations were the least likely (by 20 percentage points) to complete their training (Table 56).

TABLE 56

THE INFLUENCE OF TRAINING OCCUPATION ON COMPLETION RATES[a] (In Percentages)

	Estimated Proportion Completing	
	Voucher	Regular
All	65	63
Professional, technical, administrative	77	59
Clerical	55	58
Blue collar	75	46
Service	76	92

[a]Appendix F, Table F-2 presents the full regression results for voucher and regular recipients.

Training Occupation and Occupation in Mind When Entering WIN.--Voucher recipients who had no occupation in mind for which they wanted training when they entered WIN were considerably less likely (by 20 percentage points) to complete their vocational training than were those who knew what occupation they wanted training in. For regular clients, having no occupation in mind did not affect completion rates (Table 57). Deficiencies in voucher counseling may have allowed

undecided individuals to enter schools without having a clear vocational goal. This could not happen quite so often in regular WIN because the counselors have to make the arrangements for admission to a course and therefore must know the occupation. Though voucher clients did have self-assessment counseling available to them, such help was available only when requested and was not necessarily part of the regular staff-client interaction.

TABLE 57

THE INFLUENCE OF TRAINING OCCUPATION AND OCCUPATION IN MIND WHEN ENTERING WIN ON COMPLETION RATES[a]
(In Percentages)

	Estimated Proportion Completing	
	Voucher	Regular
All	65	63
Training occupation and occupation in mind same[b]	69	59
Training occupation was at a higher level than occupation in mind when entering WIN	70	77
Training occupation was at a lower level than occupation in mind when entering WIN	67	59
No occupation in mind when entering WIN	47	66

[a]Appendix F, Table F-2 presents the full regression results for voucher and regular recipients.

[b]For comparison of training occupation and occupation in mind when entering WIN, both were given a value based on the following codes:

Professional	0	Low clerical	4
Subprofessional	1	Craft	5
Managerial	2	Operative	6
High clerical	3	Service	7

Relative to the completion rates of the regular trainees, vouchering increased slightly the completion rate of those whose training occupation and occupation in mind when entering WIN were the same. It also increased the completion rate of those whose training occupation was lower than the occupation they had in mind. It decreased slightly the completion rate of those whose training occupation was higher. Since regular clients tended to be followed more closely during training by their WIN counselors, it is possible they received more encouragement, support and counseling than did their voucher counterparts. Keeping this in mind it is interesting that with the exception of those who had no occupation in mind at the time they entered WIN, voucher clients fared quite well.

Experiences Unique to the Voucher System and Their Effect on Completion of Training

School Counseling.--As stated in Chapter II, "Training Experiences of the Vouchered Respondents," 57 percent of the students received counseling and guidance from their training institutions, and a majority of the students felt that their counseling needs had been met. It is however important to be aware of the effects of having unmet needs on early termination of training. Table 58 provides us with information on the effect of not receiving all the counseling needed on the voucher clients' completion rates. Almost always, if the counseling needs of the clients were not met, or if they received less counseling than they thought necessary, they were less likely to complete their institutional training.

WIN Counseling.--The voucher respondents who felt they had received all the counseling and guidance from the WIN staff that they needed were also more likely to complete their institutional training than were those whose needs were not met. This is not surprising and points up how vital personal support and individual attention is to any system.

Self-assessment counseling had a considerable effect on the completion rates of vouchered recipients. Those who had self-assessment were 31 percentage points more likely to complete their training than the vouchered recipients who did not use the technique. All things

TABLE 58

THE INFLUENCE OF SCHOOL COUNSELING[a] ON COMPLETION RATES OF VOUCHERED RESPONDENTS[b]
(In Percentages)

	Estimated Proportion Completing
	Voucher
All	65
School Counseling - Deciding Interests and Goals	
Counseling needs met	64
Counseling needs frustrated	69
School Counseling - Suitability of Interests and Goals	
Counseling needs met	66
Counseling needs frustrated	58
School Counseling - Training Program	
Counseling needs met	66
Counseling needs frustrated	54
School Counseling - Training Progress	
Counseling needs met	67
Counseling needs frustrated	55

[a]We asked the respondents whether they had received counseling from their schools on deciding their interests and goals, on deciding on the suitability of these interests and goals, on deciding on their training program, and on their training progress. We then asked if they needed more counseling in each of these areas. If they needed more help they were coded as "needs frustrated."

[b]Appendix F, Table F-2 presents the full regression results for voucher recipients

being equal .79 percent of the respondents who had self-assessment, would be expected to complete their vocational training as compared with 48 percent of the respondents who did not have self-assessment[17] (Table 59). It will be recalled that we held our judgment of self-assessment counseling in abeyance until we had seen its effect on completion rates. It seems fair to say it is an effective procedure for helping voucher clients to make judicious occupational decisions.

TABLE 59

THE INFLUENCE OF COUNSELING ON COMPLETION RATES OF VOUCHERED RESPONDENTS[a] (In Percentages)

	Estimated Proportion Completing
	Voucher
All	65
WIN Counseling	
Counseling needs met	67
Counseling needs frustrated	55
Self-Assessment Counseling	
Had self-assessment	79
Did not have self-assessment	48
No information on whether client had self-assessment	59

[a]Appendix F, Table F-2 presents the full regression results for voucher recipients.

[17]Ann Richardson, Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings (Washington, D.C.: Bureau of Social Science Research, Inc., February, 1977). Page 78 of that report states that those who received self-assessment counseling were only 8 percentage points less likely to drop out of training than those who did not. Different variables were used in the regression equation which accounts for the different estimated proportion completed. See Appendix F, Table F-2 of this report for full regression equation and Table V-10 Richardson report for variables used in that equation.

It is clear that, for the student who does perceive a need for help and is unable to get it the consequences are serious both for the individual's sense of well-being and for his or her progress toward achieving WIN program goals.

Summary of Findings Related to Completion of Training

Roughly equal proportions of the voucher and the regular respondents in this study completed their institutional training. Regression estimates of the net associations of various factors with completion of training indicated that completion was not equally distributed among all clients. Groups of recipients with different training occupations, demographic characteristics, and counseling needs differed in the extent to which they completed their training. Training satisfaction, training occupation, and demographic characteristics had an important effect on the extent to which WIN participants completed their training. Often various factors associated with completion were the same regardless of whether an individual was in the voucher or regular system. Sometimes there were differences. Included are two summary tables (Tables 60A and 60B) which display the most important variables in the order of their effect on completion of training controlling for all other variables in the regression model, and a third Table (60C) which shows the effects of vouchering.

For voucher clients, expressed training satisfaction had the greatest influence on the probability of completing training. Whereas 39 percent of those dissatisfied with their training were likely to complete, 71 percent of those expressing satisfaction were likely to complete their training.

For voucher clients training occupation and sex and legal status had more effect on completion rates than the extent to which WIN counseling needs were met. Also of importance to the completion rate of vouchered students was whether they had an occupation in mind when they first entered WIN. Those who did not were 21 percentage points less likely to complete their training than those who did. Being a male in the voucher system also decreased the probability of completing training by 12 percentage points. Age and the type of training

TABLE 60A

ESTIMATED NET PROPORTION OF VOUCHER RESPONDENTS COMPLETING THEIR INSTITUTIONAL TRAINING[a]

	Voucher	
	%	(N)
Training Satisfaction		
Satisfied	71	(89)
Not satisfied	39	(21)
Training Occupation		
Professional, technical, administrative	77	(13)
Clerical	55	(56)
Blue collar	75	(24)
Service	76	(17)
Sex/Program Status		
Male	53	(24)
Mandatory female	65	(24)
Volunteer female	70	(61)
WIN Counseling Received		
Received counseling	61	(87)
Didn't receive	81	(23)
Relationship Between Training Occupation and Occupation in Mind When Entering WIN		
Training occupation and occupation in mind same	69	(73)
Training occupation higher	70	(10)
Training occupation lower	68	(8)
No occupation in mind when entering WIN	47	(19)
Dependents		
0-1	54	(37)
2-3	74	(55)
4 or more	61	(18)
Education		
Less than 12 years	55	(23)
12 years	70	(68)
More than 12 years	59	(19)
WIN Counseling Needed		
Needs met	67	(90)
Needs frustrated	55	(20)

[a]This table includes only those variables that have the greatest influence on completion of training. See Appendix F, Table F-2 for complete regression model.

TABLE 60B

ESTIMATED NET PROPORTION OF REGULAR RESPONDENTS COMPLETING THEIR INSTITUTIONAL TRAINING[a]

	Regular	
	%	(N)
Training Occupation		
Professional, technical, administrative	59	(10)
Clerical	58	(88)
Blue collar	46	(21)
Service	92	(29)
Dependents		
0-1	77	(34)
2-3	56	(51)
4 or more	37	(12)
NA	63	(51)
Training Satisfaction		
Satisfied	71	(102)
Not satisfied	42	(30)
No information	49	(16)
Education		
Less than 12 years	52	(38)
12 years	66	(88)
More than 12 years	72	(22)
Sex/Program Status		
Male	72	(20)
Mandatory female	67	(32)
Volunteer female	56	(62)
Female NA	61	(34)
Age		
18-29 years	57	(88)
30 years or more	72	(60)

[a]This table includes only those variables that have the greatest influence on completion of training. See Appendix F, Table F-2 for complete regression model.

TABLE 60C

INFLUENCES ON THE PROPORTION OF RESPONDENTS WHO COMPLETED THEIR VOCATIONAL TRAINING AND CHANGES DUE TO VOUCHERING[a]
(In Percentages)

	Estimated Proportion Completing		Changes Due to Vouchering
	Voucher	Regular	
All	65	63	+02
Male	53	72	-19[b]
Mandatory female	65	67	-02
Volunteer female	70	56	+14
Fewer than 12 years education	55	52	+03
12 years education	70	66	+04
More than 12 years education	59	72	-13
18-29 years old	63	57	+06
30 years or older	69	72	-03
0-1 dependent	54	77	-23
2-3 dependents	74	56	+18
4 or more dependents	61	37	+24
Public school	60	59	+01
Private school	69	66	+03
Professional, technical, administrative training	77	59	+18
Clerical training	55	58	-03
Blue collar training	75	46	+29
Service training	76	92	-16
Satisfied with training	71	71	No Change
Not satisfied with training	39	42	-03
WIN needs met	67	66	+01
WIN needs frustrated	55	58	-03
Training occupation and occupation in mind when entering WIN same	69	59	+10
Training occupation higher	70	77	-07
Training occupation lower	68	59	+09
No occupation in mind when entering WIN	47	66	-19

[a]Appendix F, Table F-2 presents the full regression results for voucher and regular recipients.

[b]"Especially" large (underscored) effects of vouchering are those lying outside the -8 and +12 range.

institution a respondent attended had only minor impact on the difference in completion rates of vouchered recipients.

For regular WIN participants, training occupation had an even bigger effect on the completion rate than did training satisfaction. While those preparing for blue collar occupations were the least likely to complete their training, those whose training occupation was in the service field were the most likely to complete (difference of 46 percentage points between those preparing for service occupations and those preparing for blue collar occupations). Having a large family decreased the probability of regular clients completing their training by 26 percentage points. Not being satisfied with their training, and having less than 12 years of education, also decreased the probability of regular participants completing their institutional training. Age appears to have had more of an impact on the training completion of regular clients than of vouchered clients. Differences in type of training institution attended, and WIN counseling, had only minor impact on the difference in completion rates of regular recipients.

Vouchering vocational training did make a difference in the completion rates of some subgroups of trainees (Table 60C). Relative to the experience of regular WIN trainees, it increased the completion rate of volunteer women, those with medium or large size families, those with professional, technical, administrative and blue collar training occupations, and those who were preparing for either a lower occupation than they originally had in mind when they entered WIN or an occupation at the same level. Vouchering decreased the completion rates of men, those with the most education, those with small families, those preparing for service occupations, those who had no occupation in mind when they entered WIN, and those whose training occupation was higher than the occupation they originally had in mind.

For many subgroups there were almost no changes perhaps indicating that the method for acquiring occupational skills had less of an influence on completion rates than other factors. Students with less than 12 years of education, those who attended public schools, those preparing for clerical occupations, younger respondents, those not satisfied with their training, and those whose needs for WIN counseling

were not met, were less likely to complete their training whether they were vouchered or nonvouchered trainees.

Women who were required to participate in the WIN program, those with 12 years of education, those attending private schools, the older respondents, those satisfied with their training, and those whose counseling needs were met by WIN, were more likely than others to complete their training regardless of whether they were vouchered or nonvouchered trainees. Some further light is thrown on these issues when we examine the reasons WIN participants gave for terminating their institutional training before it was completed.

Reasons for Early Termination of WIN Training

Table 61 presents the reasons voucher and regular respondents gave for not completing their institutional training. There is a significant[18] difference in the reason why voucher and regular clients

TABLE 61

REASONS REPORTED FOR EARLY TERMINATION OF INSTITUTIONAL TRAINING
(In Percentages)

	Voucher	Regular
External to program[a]	54	75
Internal to program[b]	46	25
Total %	100	100
(N)	(35)	(53)

[a] Includes:
1. Personal problems--day care, illness.
2. Had to work.
3. Found a job.
4. Transportation problems.

[b] Includes:
1. Program problems--poor instruction, funding running out, poor school, school problems.
2. Asked to leave by school.
3. Judgment problems--decided against training occupation switched to OJT.

[18] A z test was used to test the significance of difference between proportions. It was significant at the .05 level.

terminate their training before completing it. While the majority of each group of trainees left their training because of reasons external to the training program, a significantly larger proportion of regular participants did so. It is possible that these differences exist because regular clients received more intensive follow-up counseling from their WIN counselors during the time they were in training. Someone with a tendency to "flunk out," or someone not sure if they were in the right school or occupation might be encouraged to continue with the appropriate support from the WIN staff (internal reasons). It would perhaps be less likely that a great deal of attention, support and counseling would stop someone from dropping their training if they had an ill child, found a job, or had to look for work (external reasons). Before we can draw any conclusions from this finding, we must look at subgroups of WIN participants to see whether we find these same differences in reasons for early termination among all subgroups of voucher and regular clients.

Male and Female, Mandatory and Volunteer Participants.--Though a larger proportion of voucher than regular participants dropped their training because of internal problems, mandatory voucher clients and males in the regular system seem to have reacted similarly. Women in the conventional WIN program rarely terminated their training because of school problems while volunteer voucher women did so less often than mandatory voucher women (Table 62).

TABLE 62

REASONS REPORTED FOR EARLY TERMINATION OF INSTITUTIONAL TRAINING BY SEX AND PROGRAM STATUS
(In Percentages)

	Voucher			Regular		
	Males	Mandatory Females	Volunteer Females	Males	Mandatory Females	Volunteer Females
External	50	50	61	56	91	80
Internal	50	50	39	44	9	20
Total %	100	100	100	100	100	100
(N)	(8)	(10)	(18)	(9)	(11)	(25)

Below are a few examples of the more usual reasons women in the conventional system gave for terminating their training early.

"My husband and I went back together, and they don't pay for a babysitter or I'd still be in it. We are still pretty poor, and I can't afford a babysitter."

"Towards the end of the course I had to quit because my son got sick. He was always getting sick because on welfare you don't eat right. It's hard to get through the course when you're by yourself and have a baby. It takes a lot of energy."

"My attendance record was poor. I was the highest student in the class in spite of the attendance. I had problems getting a babysitter."

"Problems at home."

Participants and Family Size.--Voucher clients with large families dropped their training for external reasons considerably more often than those with fewer dependents. In fact, they seem to have reacted like the regular clients who dropped their training for external reasons regardless of family size. It is very likely that competing role demands account for this difference (Table 63).

TABLE 63

REASONS REPORTED FOR EARLY TERMINATION OF INSTITUTIONAL TRAINING BY NUMBER OF DEPENDENTS (In Percentages)

	Voucher			Regular		
	0-1	2-3	4 or More	0-1	2-3	4 or More
External	47	57	80	80	77	71
Internal	53	43	20	20	23	29
Total %	100	100	100	100	100	100
(N)	(17)	(14)	(5)	(10)	(22)	(7)

Participants of Different Ages.--Older voucher respondents were more likely than younger participants to terminate their training before completion because of factors external to the program (Table 64).

TABLE 64

REASONS REPORTED FOR EARLY TERMINATION OF INSTITUTIONAL TRAINING BY AGE OF RESPONDENT
(In Percentages)

	Voucher		Regular	
	18-29 Years	30 Years or More	18-29 Years	30 Years or More
External	54	67	78	72
Internal	46	33	22	28
Total %	100	100	100	100
(N)	(24)	(12)	(36)	(18)

Participants With Different Educational Levels.--The more educated voucher clients were less likely to drop their training because of internal problems than were those with less education. We find the same trend in the regular system, where the less educated participants had more problems with their training than did those with more education (Table 65).

TABLE 65

REASONS REPORTED FOR EARLY TERMINATION OF INSTITUTIONAL TRAINING BY EDUCATION
(In Percentages)

	Voucher			Regular		
	Less Than 12 Years	12 Years	More Than 12 Years	Less Than 12 Years	12 Years	More Than 12 Years
External	55	50	71	71	75	80
Internal	45	50	29	29	25	20
Total %	100	100	100	100	100	100
(N)	(11)	(18)	(7)	(17)	(32)	(5)

When looking at all voucher and all regular respondents, we found significant differences in the reason why they dropped their institutional training, more detailed examination revealed that there are some subgroups of vouchered clients who do not conform to the overall trend of dropping out for internal (training related) reasons. Volunteer women, participants with large families, older clients, and those with more education were however more likely to terminate their training early for external reasons very much like the conventional WIN clients. Voucher clients dropped their training most often for internal reasons regardless of age, education or family size.

Apparently vouchered students had more difficulty in coping with training than did their regular counterparts, perhaps because regular clients received additional counseling from their WIN counselors while still in training However some subgroups of voucher clients were more overwhelmed by the external responsibilities they had and dropped their training for this reason as was the case with the regular clients. For such clients (especially older women with heavy responsibilities) it is apparently very difficult to cope with the multiple demands of their training and family situations.

IV. EARLY EMPLOYMENT PATTERNS

The efficacy of offering vouchers as an alternative to the more traditional occupational skill training offered by WIN would be questionable if we found a significant difference in the labor force participation of those who participated in the voucher system and their counterparts in the regular system. This chapter will examine the "early"[1] labor force behavior of both groups of WIN clients.

A. Labor Force Behavior, First Three Months Following Training

Major Hypothesis and Related Findings

As hypothesized in Chapter II, the completion rates of vouchered and nonvouchered WIN participants were not significantly different (in fact, they were nearly identical, 65% of the vouchers, 63% of the regulars). The employment patterns of the two groups are also expected to be similar. For purposes of analysis we therefore propose the following null hypothesis:

> There will be no significant difference in the proportion of vouchered and non-vouchered WIN clients in the labor force the first three months following training.

Voucher recipients were somewhat less likely than regular trainees to have worked sometime during the first three months following training (Table 66). However, vouchered recipients were not out of the labor force in larger proportions than the conventional trainees; rather, a larger proportion were looking for employment. In fact, almost identical proportions of vouchered and nonvouchered clients were out of the labor force all of the first three months following training.

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[1] This phase of the study follows the respondent for the first three months after training. The last phase of this longitudinal study will deal in greater depth with the longer term labor force behavior of the respondents.

TABLE 66

LABOR FORCE BEHAVIOR--FIRST THREE MONTHS FOLLOWING INSTITUTIONAL TRAINING
(In Percentages)

	Voucher	Regular
Working[a]	45	53
Looking for work[b]	22	15
Out of the labor force[c]	33	32
Total % (N)	100 (113)	100 (150)[d]

[a]Includes respondents who worked during any part of the first three months after either completing or dropping training.

[b]Includes respondents who looked for work any part of the first three months after training. Excludes those respondents who worked.

[c]Includes respondents who neither worked nor looked for work all of the first three months following training.

[d]No labor force information for 12 respondents.

Though there are differences in the early employment patterns of the vouchered and nonvouchered WIN clients, (more of the voucher clients were looking for work and more of the regular clients were working), the differences do not prove to be statistically significant.[2]

When we pooled the data to examine the effects of training system on labor force participation (see Appendix F, Table F-3 for results), we found that what at the gross level was a negligible difference in labor force participation (67% of the vouchers and 68% of the regulars in the labor force) widens once minor differences in group composition are taken into account. We find that the estimated proportion of regular participants in the labor force is 71 percent while

[2]A z test was used and it was not significant at the .05 level.

the estimated proportion of the vouchered trainees is 64 percent. While there is more of a spread, the difference in the proportion of vouchered and nonvouchered WIN clients in the labor force is still not statistically significant.[3] We therefore cannot reject our null hypothesis. In an effort to assess the feasibility of vouchered training as an alternative method for acquiring occupational skill training, it is important to see whether certain subgroups of WIN participants tend to be more successful in one or the other systems.[4] Does vouchering positively effect the labor force participation of certain subgroups and negatively effect that of others? Are there certain subgroups that are unchanged by vouchering? The section below will examine subgroups unchanged by vouchering; subgroups who react similarly regardless of system.

Factors That Appear to Influence the Labor Force Behavior of Voucher and Regular Clients Similarly (Vouchering Did Not Make a Difference)

Age.--Younger WIN participants were less likely to be in the labor force than were participants 30 years of age or older. This was the case for participants in both the voucher and conventional WIN system (Table 67).

Type of School Attended.--Respondents with public school training were less likely to be in the labor force than those with private school education regardless of whether they were vouchered or nonvouchered students (Table 68).

The effect of school on labor force participation was greater for the vouchered respondents than those who went through the conventional system. Vouchered respondents in public schools were the least likely of all respondents to be in the labor force.

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[3] A z test was used and it was not significant at the .05 level.

[4] Because this phase of the study only follows the participants for the first three months after training, except for overall findings, we will compare the subgroups of regular and voucher clients on whether they were in the labor force (working or looking for work will be classed together) or whether they were out of the labor force entirely.

TABLE 67

THE INFLUENCE OF AGE ON EARLY LABOR FORCE PARTICIPATION[a]
(In Percentages)

	Estimated Proportion In The Labor Force	
	Voucher	Regular
All	67	68
18-29 years	62	64
30 years or more	75	73

[a]Appendix F, Table F-3 presents the full regression results for voucher and regular recipients.

TABLE 68

THE INFLUENCE OF TYPE OF SCHOOL ATTENDED ON LABOR FORCE PARTICIPATION[a]
(In Percentages)

	Estimated Proportion In The Labor Force	
	Voucher	Regular
All	67	68
Public school	59	67
Private school	73	69

[a]Appendix F, Table F-3 presents the full regression results for voucher and regular recipients.

Satisfaction With Training.--It was expected that satisfaction with training would have an impact on the labor force behavior of WIN participants. This did not occur. Nearly identical proportions (estimated) of satisfied as well as dissatisfied voucher and regular respondents were out of the labor force--about a third. There was a difference, however, between respondents satisfied and dissatisfied with their training in the speed with which they found a job and began working. Net of sociodemographic characteristics, type of school attended, completion rates, and training occupation, 47 percent of the satisfied voucher clients and 59 percent of the satisfied regular clients were working some part of the first three months following training whereas 35 percent of the dissatisfied voucher clients and 32 percent of the dissatisfied regular clients had jobs (Table 69).

TABLE 69

THE INFLUENCE OF SATISFACTION WITH TRAINING ON LABOR FORCE PARTICIPATION[a]
(In Percentages)

	Estimated Proportion of Labor Force Participation Rate					
	Working		Looking For Work		Out Of The Labor Force	
	V	R	V	R	V	R
All.	45	53	22	15	33	32
Satisfied with training. . . .	47	59	19	10	33	31
Not satisfied with training. . .	35	32	34	32	31	36

[a]Appendix F, Table F-3 presents the full regression results for voucher and regular recipients.

While the respondents satisfied with their WIN training tended to be concentrated at jobs or entirely out of the labor force, nearly identical proportions of respondents dissatisfied with their training were working, looking for work and out of the labor force.

Education.--While respondents in both systems with fewer than 12 years of education were slightly less likely to be in the labor force than those with more education, the most educated WIN participants were the most likely to be working or looking for work (Table 70). While those in the voucher system with more than 12 years of education were the most likely to be in the labor force, they were at the same time the least likely of all the other voucher participants to be working. The largest proportion were looking for employment. However, regular WIN trainees with more than 12 years of education were on the other hand more likely to be working than all other regular participants.

TABLE 70

THE INFLUENCE OF EDUCATION ON EARLY LABOR FORCE PARTICIPATION[a]
(In Percentages)

	Estimated Proportion In The Labor Force	
	Voucher	Regular
All	67	68
Less than 12 years	64	60
12 years	66	70
More than 12 years	74	70

[a]Appendix F, Table F-3 presents the full regression results for voucher and regular recipients.

Completion Status.--While completing one's training had a considerable effect on one's labor force participation it had the same effect on vouchered and nonvouchered respondents. Only 55 percent (estimated proportion independent of demographics, training occupation, type of school attended, and training satisfaction) of the voucher and 54 percent of the regular participants who had not completed their training were in the labor force compared to 77 percent of the voucher and 87 percent of the regular WIN participants who completed their training. It bears repeating that the present phase of the longitudinal study only follows

the participants for three months after their training. In order to conclude whether the completion of vocational education adds to the probability of long term employment, we must wait for the last phase of this study.

Factors That Appear to Influence the Labor Force Behavior of Voucher and Regular Clients Differently (Vouchering Made a Difference)

For certain subgroups of WIN participants vouchering changed their labor force participation patterns. While particular subgroups were more likely to be in the labor force because of vouchering, certain others were less likely. The section below will examine the effect of vouchering on these subgroups.

Sex and Program Status.--While male WIN participants were most likely to be in the labor force and volunteer WIN participants were least likely to be in the labor force regardless of whether they were vouchered or unvouchered students, mandatory women reacted differently depending on the training system they were in (Table 71). Vouchered women with mandatory program status were considerably more likely to be out of the labor force than their regular WIN counterparts.

TABLE 71

THE INFLUENCE OF SEX AND PROGRAM STATUS ON EARLY LABOR FORCE PARTICIPATION[a] (In Percentages)

	Estimated Proportion In The Labor Force	
	Voucher	Regular
All	67	68
Male	100	73
Mandatory female	52	71
Volunteer female	55	64

[a]Appendix F, Table F-3 presents the full regression results for voucher and regular recipients.

Training Occupation.--While training occupation exerted a considerable influence on whether respondents were in or out of the labor force the first three months following their vocational training so too did vouchering (Table 72).

TABLE 72

THE INFLUENCE OF TRAINING OCCUPATION ON EARLY LABOR FORCE PARTICIPATION[a] (In Percentages)

	Estimated Proportion In the Labor Force	
	Voucher	Regular
All	67	68
Professional, technical, administrative	39	69
Clerical	80	66
Blue collar	44	82
Service	77	62

[a]Appendix F, Table F-3 presents the full regression results for voucher and regular recipients.

There was a great deal of variation in the estimated proportion in the labor force depending upon training occupation. This was particularly true of the vouchered respondents. Vouchered respondents with professional, technical, administrative, or blue collar training occupations were less likely to be in the labor force than those preparing for clerical or service occupations.

Of the regular respondents approximately one-third of those with service or white collar training were out of the labor force. While those with blue collar and professional training were more likely to be in the labor force if they went through the conventional system, those with clerical or service occupations who went through the voucher system were more likely to be in the labor force.

Family Size.--It seemed reasonably likely that those people with larger families might have more difficulty leaving the home to either look for a job or to work. It was not surprising, therefore, when we found that voucher respondents with four or more dependents were the least likely to be in the labor force. This trend however was not the same for regular respondents. Nearly identical proportions of respondents with the smallest and largest families were out of the labor force, while those with medium size families were the most likely to be in the labor force (Table 73).

TABLE 73

THE INFLUENCE OF FAMILY SIZE ON LABOR FORCE PARTICIPATION[a]
(In Percentages)

	Estimated Proportion In The Labor Force	
	Voucher	Regular
All	67	68
0-1 dependents	76	63
2-3 dependents	69	74
4 or more dependents	40	65

[a]Appendix F, Table F-3 presents the full regression results for voucher and regular recipients.

Experiences Unique to the Voucher System and Its Effect on Labor Force Behavior

Self-Assessment Counseling.--There is a continuing interest in the effect of self-assessment counseling on voucher participants. As described earlier, those clients who used the process were somewhat less satisfied with their training but considerably more likely to complete it. Though this may appear to be a contradiction at first, after some careful thought a possible explanation emerges.

Self-assessment conseling is a process which actively involves the client. Although one may be satisfied and comfortable with whatever decision was made as a result of the counseling, it is still

possible to be less satisfied with the actual training than those who did not use the process. This may be the result of higher expectations or a basic disappointment with the overall educational system. However a basic satisfaction with the decision is still likely to have the effect of increasing the probability of completing the training.

Whatever effect self-assessment counseling had on the training experiences of vouchered participants seems not to have carried through beyond completion of training (see Appendix F, Table F-3 for details). It seems quite reasonable that the self-assessment effects would not influence labor force participation except for perhaps the training relatedness of one's occupation. A later section of this chapter will address this issue.

Summary of Findings Related to Early Labor Force Participation

Approximately 66 percent of both the voucher and regular participants in our study were in the labor force all or part of the first three months following their institutional training. A slightly larger proportion of voucher clients than regular clients were still looking for jobs and were in fact not working.

Regression estimates of the net association of various factors with labor force participation indicate that it was not equally distributed among all clients but varied among respondents with different sociodemographic characteristics, training occupations and completion rates. Training occupation, family size, sex and program status, and completion of training each had an important effect on the extent to which one participated in the labor force. Often factors associated with labor force participation were the same regardless of whether an individual was in the voucher or regular system. Sometimes there were differences. Included are two summary tables (Tables 74A and 74B) which display the variables in the order of their effect on labor force participation, controlling for all other variables in the regression model, and a third table (74C) which shows the effects of vouchering for each subgroup of respondents.

For vouchered trainees, training satisfaction had less effect on the probability of entering the labor force than did training

TABLE 74A

ESTIMATED NET PROPORTION OF VOUCHER RESPONDENTS IN THE LABOR FORCE[a]

	Voucher	
	%	(N)
Sex/Program Status		
Male	100	(25)
Mandatory female	52	(24)
Volunteer female	55	(63)
Training Occupation		
Professional, technical, administrative	39	(14)
Clerical	80	(57)
Blue collar	44	(24)
Service	77	(18)
Dependents		
0-1	76	(38)
2-3	69	(57)
4 or more	40	(18)
Completion Status		
Completed	77	(72)
Dropped	55	(38)
Type of School Attended		
Public	59	(49)
Private	73	(64)
Age		
18-29 years	62	(69)
30 years or more	75	(44)
Education		
Less than 12 years	64	(24)
12 years	66	(70)
More than 12 years	74	(19)
Training Satisfaction		
Satisfied	67	(91)
Not satisfied	69	(22)

[a]Appendix F, Table F-3 presents the full regression results for voucher and regular recipients.

TABLE 74B

ESTIMATED NET PROPORTION OF REGULAR RESPONDENTS IN THE LABOR FORCE[a]

	Regular	
		(N)
Completion Status		
Completed	87	(85)
Dropped	54	(56)
Training Occupation		
Professional, technical, administrative	69	(12)
Clerical	66	(82)
Blue Collar	82	(23)
Service	62	(33)
Dependents		
0-1	63	(31)
2-3	74	(52)
4 or more	65	(16)
Education		
Less than 12 years	60	(40)
12 years	70	(87)
More than 12 years	70	(23)
Age		
18-29 years	64	(86)
30 years or more	73	(64)
Sex/Program Status		
Male	73	(23)
Mandatory female	71	(31)
Volunteer female	64	(62)
Training Satisfaction		
Satisfied	69	(114)
Not satisfied	64	(30)
Type of School Attended		
Public	67	(63)
Private	69	(87)

[a]Appendix F, Table F-3 presents the full regression results for voucher and regular recipients.

TABLE 4C

INFLUENCES ON THE PROPORTION OF RESPONDENTS WHO WERE OUT OF THE LABOR FORCE AND CHANGES DUE TO VOUCHERING[a]
(In Percentages)

	Estimated Proportion Out of the Labor Force		Changes Due to Vouchering
	Voucher	Regular	
All	33	32	+01
Male	-	27	-27
Mandatory female	48	29	+19
Volunteer female	45	36	+09
Fewer than 12 years education	36	40	-04
12 years education	34	30	+04
More than 12 years education	26	30	+04
18-29 years old	38	36	+02
30 years or older	25	27	-02
0-1 dependents	24	37	-13
2-3 dependents	31	26	+05
4 or more dependents	60	35	+25
Public school	41	33	+08
Private school	27	31	-04
Professional, technical, administrative training	61	31	+30
Clerical training	20	34	-14
Blue collar training	56	18	+38
Service training	23	38	-15
Completed training	23	13	+10
Dropped training	45	46	-01
Satisfied with training	33	31	+02
Not satisfied with training	31	36	-05

[a]Appendix F, Table F-3 presents the full regression results for voucher and regular recipients.

[b]"Especially" large (underscored) effects of vouchering are those lying outside the -9 and +11 range.

occupation, family size or sex and program status (Table 74A). Training occupation had the greatest influence on the labor-force participation of the voucher recipients. Whereas an estimated 61 percent of the voucher respondents with professional, technical or administrative training occupations were out of the labor force, only 20 percent of the voucher respondents with clerical occupations were. And while an estimated 24 percent of the voucher respondents with small families were out of the labor force, 60 percent of those with large families were not working (Table 74A).

For regular respondents completion of training had the greatest influence on labor force participation. Sex had less impact than it did for the voucher clients, while the effect of program status was relatively larger.

Vouchering vocational training did make a difference to the labor force participation of some subgroups of trainees. Relative to their regular counterparts, it increased the labor force participation of males, those with small families, and those who prepared for service or clerical occupations. Vouchering decreased the labor force participation of women who were required to participate in the WIN program, those with large families, and those with either professional, technical, administrative or blue collar training occupations. For many subgroups, there were almost no changes, indicating perhaps that the method for acquiring occupational skills had less influence on labor force participation than other factors. Those with more than 12 years of education, those 30 years of age or older, those attending private schools, those who completed training and those with medium sized families were likely to participate in the labor force regardless of whether they were vouchered or nonvouchered trainees. Women who were voluntarily participating in the WIN program, those with less than 12 years of education, those between 18 and 29 years of age, and those who dropped their training were less likely to be in the labor force, whether they were in the voucher or conventional WIN system.

Reasons for Not Participating in the Labor Force

Table 75 presents the reasons voucher and regular respondents gave for not participating in the labor force the first three months following their training. The main reasons regular clients gave for lack of participation were family obligations, personal illness, and enrollment in new non-WIN training programs.[5]

TABLE 75

REASONS REPORTED FOR NOT PARTICIPATING IN THE LABOR FORCE
(In Percentages)

Reasons Reported:	Voucher	Regular
Personal illness	11	21
Family obligations	41	30
Still in WIN training[a]	11	30
New training (non-WIN training)	22	11
Transportation problems	5	2
No interest in working	5	2
Financially better off not working	3	-
Not qualified to work	3	4
Total %	101	100
(N)	(37)	(47)

[a]Eleven percent of the voucher clients and 30 percent of the regular clients who were not in the labor force had not completed their WIN training at the time of the interview.

Voucher clients reported that their family obligations were the main reason they were not working or looking for work. Ill health and involvement in further education were also important reasons for keeping voucher clients from participating in the labor force.[6]

[5]Refers to non-WIN training. Includes self-supported training as well as other government support.

[6]Eleven percent of the voucher clients and 30 percent of the regular clients who were not in the labor force had not completed their WIN training at the time of the interview.

Equally small proportions of both voucher and regular respondents felt unqualified for a job. The suspicion that welfare people are not interested in working is certainly not substantiated here. Only one regular and two voucher respondents said they were "just not interested in working."

The regular respondents were more likely to be out of the labor force because of personal illness than the voucher clients, while the voucher clients were more likely to be out because of family obligations.

Clearly, except for a larger proportion of voucher clients in new non-WIN training programs, the two groups were out of the labor force for the same reasons. An examination of subgroups of the population will indicate whether certain subgroups tend to differ from the overall group in reasons for lack of participation.[7] We are particularly interested in whether females, those with large families, and those who were younger, were not working because of family obligations.

Male and Female Participants.--We found as expected that while almost one-half of the voucher and one-third of the regular women who were not in the labor force had family obligations keeping them from working, none of the male respondents in either group claimed this as a reason. (The very small N for males makes any findings suspect.) With only two exceptions, the only reason men gave for not being in the labor force was training, either WIN training or new additional non-WIN training (Table 76).

All of the respondents reporting a disinterest in working were women. It is possible that though not explicitly stated their disinterest was due to an interest in raising children.

[7] Since the N's are rather small, we will emphasize trends rather than absolute values.

TABLE 76

REASONS REPORTED FOR NOT PARTICIPATING IN THE LABOR FORCE BY SEX
(In Percentages)

Reasons Reported:	Voucher		Regular	
	Males	Females	Males	Females
Personal illness	25	9	-	24
Family obligations	-	46	-	33
Still in WIN training[a]	25	9	100	21
New training (non-WIN training)	25	21	-	12
Transportation problems	25	3	-	2
No interest in working	-	6	-	2
Financially better off not working	-	3	-	-
Not qualified to work	-	3	-	5
Total %	100	100	100	99
(N)	(4)	(33)	(5)	(42)

[a] Interview conducted before respondents finished their training program.

Participants of Different Ages.--Though younger participants were slightly more likely to have transportation problems and older participants were somewhat more likely to be out of the labor force for medical reasons, we found no startling differences in the reasons younger and older WIN participants stayed out of the labor force (Table 77).

Participants and Their Families.--Surprisingly, those with larger families were not out of the labor force because of family obligations any more often than people with smaller families (Table 78). In fact, though the differences in the proportions are small for voucher clients, the reverse is true.

For regular respondents, because we have no dependency information for 26 percent of those who were out of the labor force the first three months following training, we suggest that the reader be cautious about placing too much significance on the findings. We found that regular respondents with larger families (two or more dependents) were more likely to be out of the labor force because of family obligations.

TABLE 77

REASONS REPORTED FOR NOT PARTICIPATING IN THE LABOR FORCE BY AGE
(In Percentages)

Reasons Reported	Voucher		Regular	
	18-29 Years	30 Years or More	18-29 Years	30 Years or More
Personal illness	9	13	18	29
Family obligations	41	40	33	21
Still in WIN training[a]	9	13	27	36
New training (non-WIN training)	23	20	12	7
Transportation problems	9	-	3	-
No interest in working	5	7	3	-
Financially better off not working	-	7	-	-
Not qualified to work	5	-	3	7
Total %	101	100	99	100
(N)	(22)	(15)	(33)	(14)

[a]Interview conducted before respondents finished their training program.

TABLE 78

REASONS REPORTED FOR NOT PARTICIPATING IN THE LABOR FORCE BY FAMILY SIZE
(In Percentages)

Reasons Reported	Voucher			Regular[a]		
	0-1	2-3	4 or More	0-1	2-3	4 or More
Personal illness	9	11	12	33	13	29
Family obligations	45	39	38	8	31	29
Still in WIN training[b]	18	6	12	33	31	43
New training (non-WIN training)	18	28	12	8	13	-
Transportation problems	-	6	12	8	-	-
No interest in working	9	6	-	8	-	-
Financially better off not working	-	-	12	-	-	-
Not qualified to work	-	6	-	-	13	-
Total %	99	102	98	98	101	101
(N)	(11)	(18)	(8)	(12)	(16)	(7)

[a]We have no dependency information for 26 percent of those regulars who were out of the labor force.

[b]Interview conducted before respondents finished their training program.

It appears, then, that voucher and regular clients were out of the labor force for similar reasons. Women tended to be out primarily because of family obligations while men were either in new or old training programs. Age had little impact on the reasons why respondents did not participate. Voucher respondents with large families did not stay out of the labor force because of family obligations more often than those with small families (but our data on the family size of regular respondents is questionable because of a lack of information).

We will now look at just the people who were working the first three months following training to see the effects of voucher and regular institutional training on job, and salary satisfaction.

B. Working in Training Occupation First Three Months Following Training

Major Hypothesis and Related Findings

Because it has been our contention that the employment patterns of the voucher and regular WIN participants will be similar, we propose the following null hypothesis for purposes of analysis:

> Of those respondents working, there will be no significant difference in the proportion of vouchered and nonvouchered WIN clients working in occupations for which they were trained.

The data suggest that a majority of WIN participants working all or part of the first three months following training were working in their training occupation (Table 79). While a slightly larger proportion of voucher clients than regular clients had jobs at a higher level than their training occupation, they also had jobs at lower levels in larger proportions as well.[8]

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[8] For a comparison of first job level and training occupation level, both were given a value based on the following code:

Professional.....	0	Low clerical.....	4
Subprofessional.....	1	Craft.....	5
Managerial.....	2	Operative.....	6
High clerical.....	3	Service.....	7

The codes for the training occupation and first job were then compared.

TABLE 79

TRAINING OCCUPATION AND FIRST JOB[a]
(In Percentages)

	Voucher[b]	Regular[b]
Training occupation and first job same.	55	66
First job higher than training occupation	31	24
First job lower than training occupation	14	10
Total %	100	100
(N)	(51)	(80)

[a]We only followed the respondents for the first three months after training.

[b]These proportions are only of those working some part or all of the first three months after training.

While there are differences in the proportion working in their training occupation and at higher and lower levels, none of these differences prove to be statistically significant.[9]

When we pooled the data to examine the effects of training system on working in one's training occupation (see Appendix F, Table F-4 for results), we found that the gross difference in proportion of clients working in their training occupation some part of the first three months following training (55% of the vouchers and 66% of the regulars) spread out slightly once minor differences in group composition were taken into account. We find that the estimated proportion of regular participants working in their training occupation is 68 percent while the estimated proportion among vouchered trainees is 53 percent. While there is more of a spread the difference in the proportion of vouchered and nonvouchered WIN clients working in their

[9]A z test was used to test the significance of differences between proportions. It was not significant at the .05 level.

training occupation is not statistically significant,[10] and we cannot reject our null hypothesis.

Factors That Appear to Influence Whether Voucher and Regular Clients are Working in Their Training Occupation Similarly (Vouchering Did Not Make a Difference)

Completion Status.--As we could have predicted, clients who completed their training were considerably more likely to have been working in their training occupation some part or all of the first three months following their institutional training (Table 80).

TABLE 80

THE INFLUENCE OF COMPLETION STATUS ON WORKING IN TRAINING OCCUPATION DURING THE FIRST THREE MONTHS FOLLOWING TRAINING[a] (In Percentages)

	Estimated Proportion Working in Training Occupation	
	Voucher	Regular
All	55	66
Completed training	60	72
Dropped training	44	51

[a]Appendix F, Table F-4 presents the full regression results for voucher and regular recipients.

This is the only variable that affected respondents similarly regardless of which system they were part of. All of the other variables had a different impact on respondents depending on their training experiences.

[10]A z test was used to test the significance of differences between proportions. It was not significant at the .05 level.

Factors That Appear to Influence the Job of Voucher and Regular Clients Differently (Vouchering Made a Difference)

For certain subgroups of WIN participants vouchering changed whether they were working in their training occupation during the first three months following training or not. While particular subgroups were more likely to be working in the occupation for which they were trained because of vouchering, certain others were less likely. The section below will examine the effect of vouchering on these subgroups.

Sex and Program Status.--Neither sex nor program status had much of an impact on whether people in the vouchered system worked in their training occupation any time during the first three months following training (Table 81). Though men and volunteer women were more likely than mandatory women to be working in the occupation for which they prepared, the differences in estimated proportions were small.

Sex and program status did have more of an influence on whether nonvouchered individuals worked in their training occupation. Men were the most likely while mandatory females were the least likely to work in their training occupation. Females voluntarily in the WIN program were not as likely as males to be working in their training occupation the way they were in the vouchered system.

TABLE 81

THE INFLUENCE OF SEX AND PROGRAM STATUS ON WORKING IN TRAINING OCCUPATION DURING FIRST THREE MONTHS FOLLOWING TRAINING[a] (In Percentages)

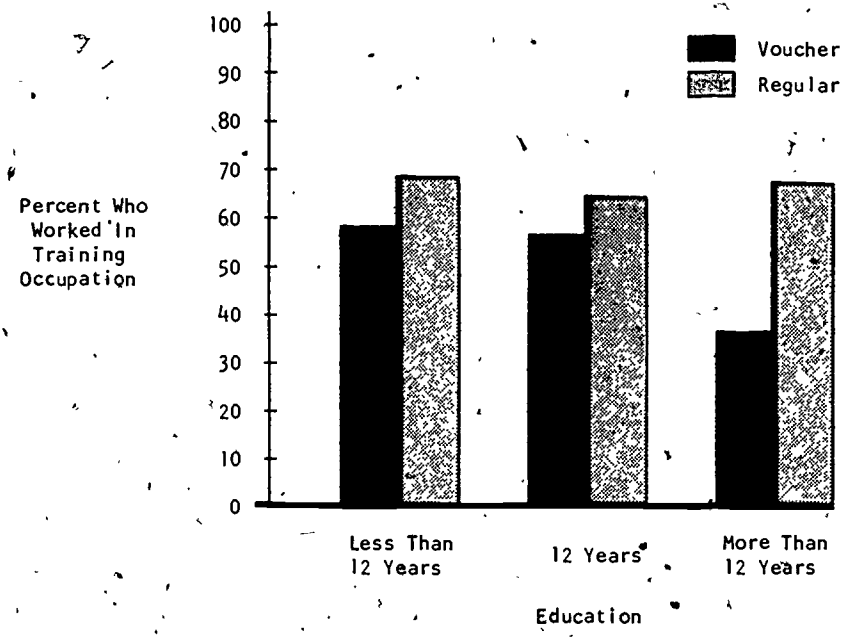
	Estimated Proportion Working In Training Occupation	
	Voucher	Regular
All	54	66
Male	55	73
Mandatory female	46	53
Volunteer female	55	61

[a]Appendix F, Table F-4 presents the full regression results for voucher and regular recipients.

Education.--In both the voucher and regular system, the least educated were the most likely to be working at jobs for which they were trained (Figure 3), though education did not seem to have much of an effect on the probability of regular respondents working in their training occupation. Vouchered trainees with more than 12 years of education were considerably less likely than all other voucher clients and regular clients with the same level of education to be working in the occupation for which they were trained.

FIGURE 3

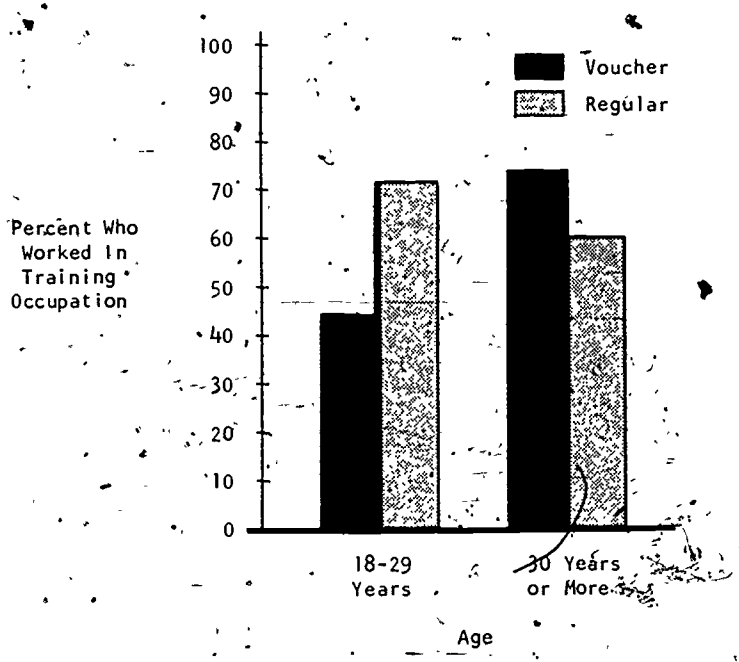
ESTIMATED PROPORTIONS OF VOUCHER AND REGULAR CLIENTS WHO WORKED IN THEIR TRAINING OCCUPATION THE FIRST THREE MONTHS AFTER TRAINING BY EDUCATION



Age.--Voucher clients less than 30 years of age were less likely to be working in their training occupation the first three months following training than older respondents. In the regular system, the reverse is true. Those older were less likely to be working in their training occupation. Most startling is the negative effect vouchering had on younger respondents (Figure 4). We will be examining reasons why individuals were not working in their training occupation at the end of this section.

FIGURE 4

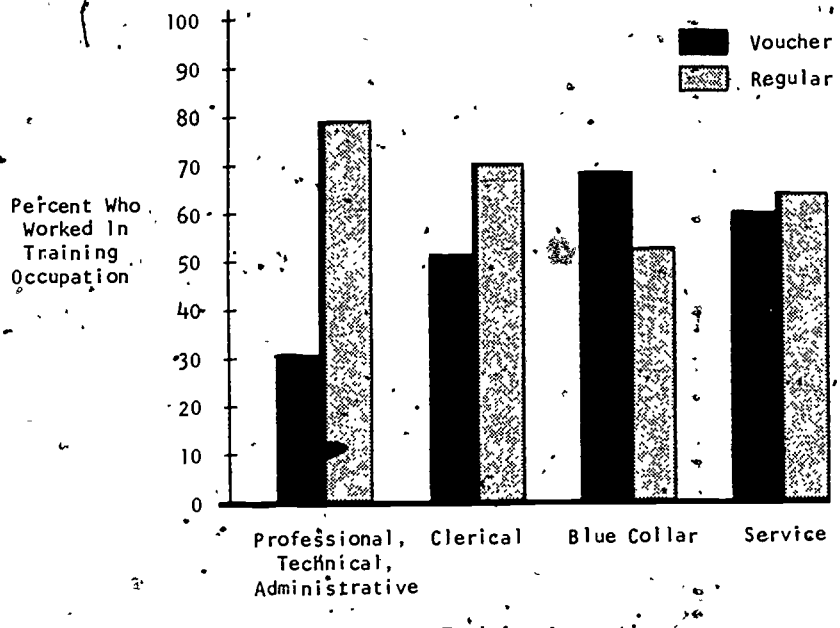
ESTIMATED PROPORTIONS OF VOUCHER AND REGULAR CLIENTS WHO WORKED IN THEIR TRAINING OCCUPATION THE FIRST THREE MONTHS AFTER TRAINING BY AGE



Training Occupation.--Quite clearly, those in the voucher system with professional, technical, administrative or clerical occupations were unlikely to be working in their field while those trained in blue collar or service occupations were likely to do so. We find the reverse to be true in the regular system. Those in the professional or clerical fields were much more likely to be working in that area (Figure 5).

FIGURE 5

ESTIMATED PROPORTIONS OF VOUCHER AND REGULAR CLIENTS WHO WORKED IN THEIR TRAINING OCCUPATION THE FIRST THREE MONTHS AFTER TRAINING BY TRAINING OCCUPATION



Training Occupation and Occupation in Mind When Entering WIN.--Those vouchered and regular WIN participants who had an occupation in mind when they entered WIN and were trained in that same occupation, were the most likely to be working in that occupation following training (Table 82).

TABLE 82

INFLUENCE OF RELATIONSHIP BETWEEN TRAINING OCCUPATION AND OCCUPATION IN MIND WHEN ENTERING WIN ON WORKING IN TRAINING OCCUPATION DURING FIRST THREE MONTHS FOLLOWING TRAINING[a]
(In Percentages)

	Estimated Proportion Working In Training Occupation	
	Voucher	Regular
All	55	66
Training occupation and occupation in mind same	63	72
Training occupation was at a higher level than occupation in mind when entering WIN[b]	53[c]	34[c]
Training occupation was at a lower level than occupation in mind when entering WIN[b]	16[c]	69[c]
No occupation in mind when entering WIN	45	66

[a]Appendix F, Table F-4 presents the full regression results for voucher and regular recipients.

[b]For a comparison of training occupation and occupation in mind when entering WIN, both were given a value based on the following codes:

Professional	0	Low clerical	4
Subprofessional	1	Craft	5
Managerial	2	Operative	6
High clerical	3	Service	7

[c]These estimated proportions may be unreliable due to small N's.

We found however, that those regular participants who had no occupation in mind when entering WIN were only slightly less likely to be working in the occupation for which they were trained, whereas the vouchered participants who had no particular occupation in mind were considerably less likely to be doing so. It is quite possible that those regular WIN participants who had no training occupation in mind were pressured by their WIN counselors to think carefully about their interests, talents, and abilities and to decide on an occupation which they would like to work in following training. While self-assessment counseling was available to the voucher clients who did not know what training they were interested in nor what best suited their talents and abilities, it was only an option and not a requirement.

We found that those voucher participants who used the self-assessment counseling were in fact more likely to have worked in their training occupation than those who did not. This difference in WIN staff intervention may have had the effect of causing vouchered clients with no occupation in mind to select one in a less-than-thoughtful manner and to select an occupation which they were unlikely to work in following training. It is also possible that the WIN staff placed regular participants in jobs more often than vouchered participants.

It is interesting to note that for those voucher clients whose training occupation was at a lower level than the occupation they originally had in mind when entering WIN it was almost guaranteed that they would not work in their training occupation following training. For regular WIN participants, a higher level training occupation than occupation in mind when entering WIN produced a similar effect. One can speculate that this difference is due, at least in part, to differences in the expectations of vouchered and regular clients. Voucher clients because they were part of an "experimental" program might have had higher expectations than regular participants. It is not at all unreasonable for them to be disappointed that their training occupation was not what they originally planned and that it was in fact a less prestigious occupation. Regular WIN participants with higher level training occupation than they anticipated may have felt less confident when left on their own and therefore less likely to be working in the occupation for which they were trained.

Summary of Findings Related to Working in One's Training Occupation

Fifty-five percent of the voucher and 66 percent of the regular clients who worked during the first three months after training, worked in the occupation for which they were trained.

Regression estimates of the net association of various factors with working in their training occupation indicated that it was not equally distributed among all clients but varied among respondents with different sociodemographic characteristics, training occupation and completion rates. The variables, relationship between training occupation and occupation in mind when entering WIN, training occupation, and satisfaction with training each had an important independent effect on the extent to which one worked in one's training occupation. Often various factors associated with working in one's training occupation were different depending on whether an individual was in the voucher or regular system.

Following are two summary tables (Tables 83A and 83B) which display the variables in the order of their effect on working in one's training occupation, controlling for all the variables in the regression model, and a third Table 83C which shows the effects of vouchering within subgroups.

For vouchered individuals, the relationship between training occupation and the occupation one had in mind when entering WIN had the greatest influence on working in one's training occupation. Whereas 16 percent of the voucher clients with lower training occupations than occupations in mind when entering WIN were likely to be working in the occupation for which they prepared, not surprisingly 63 percent of those whose training occupation and occupation in mind were the same were working in that occupation. Sex and program status had less impact on whether a client was working in his or her training occupation than did training occupation, age, education, and training status.

For regular respondents, the relationship between training occupation and occupation in mind when entering WIN had the greatest influence on working in one's training occupation. Family size had less impact than it did for voucher clients, while sex and program status, satisfaction with training and training status had more effect.

TABLE 83A

ESTIMATED NET PROPORTION OF VOUCHER RESPONDENTS WORKING IN THEIR TRAINING OCCUPATION DURING THE FIRST THREE MONTHS FOLLOWING TRAINING[a]

	Voucher	
	%	(N)
Relationship Between Training Occupation and Occupation in Mind When Entering WIN		
Training occupation and occupation in mind same	63	(34)
Training occupation higher	53	(3)
Training occupation lower	16	(4)
No occupation in mind when entering WIN	45	(10)
Training Occupation		
Professional, technical, administrative	31	(4)
Clerical	51	(26)
Blue Collar	68	(12)
Service	60	(9)
Age		
18-29 years	44	(32)
30 years or more	74	(19)
Education		
Less than 12 years	59	(9)
12 years	57	(35)
More than 12 years	37	(7)
Completion Status		
Completed	60	(35)
Dropped	44	(16)
Sex/Program Status		
Male	56	(14)
Mandatory female	47	(9)
Volunteer female	56	(27)

[a]Appendix F, Table F-4 presents the full regression results for voucher and regular recipients.

TABLE 83B

ESTIMATED NET PROPORTION OF REGULAR RESPONDENTS WORKING IN THEIR TRAINING OCCUPATION DURING THE FIRST THREE MONTHS FOLLOWING TRAINING[a]

	Regular	
	%	(N)
Relationship Between Training Occupation and Occupation in Mind When Entering WIN		
Training occupation and occupation in mind same	72	(46)
Training occupation higher	34	(9)
Training occupation lower	69	(6)
No occupation in mind when entering WIN	66	(19)
Training Occupation		
Professional, technical, administrative	79	(6)
Clerical	70	(42)
Blue collar	52	(15)
Service	64	(17)
Completion Status		
Completed	72	(58)
Dropped	51	(22)
Sex/Program Status		
Male	73	(13)
Mandatory female	53	(20)
Volunteer female	61	(25)
Age		
18-29 years	72	(40)
30 years or more	60	(40)
Education		
Less than 12 years	69	(18)
12 years	64	(46)
More than 12 years	67	(16)

[a]Appendix F, Table F-4 presents the full regression results for voucher and regular recipients.

TABLE 83C

INFLUENCES ON THE PROPORTION OF RESPONDENTS WHO WERE WORKING IN THEIR TRAINING OCCUPATION FIRST THREE MONTHS FOLLOWING TRAINING AND CHANGES DUE TO VOUCHERING[a]
(In Percentages)

	Estimated Proportion Work in Their Training Occupation		Changes Due to Vouchering
	Voucher	Regular	
All	55	66	-11
Male	56	73	-17
Mandatory female	47	53	-06
Volunteer female	56	61	-05
Fewer than 12 years education	59	69	-10
12 years education	57	64	-07
More than 12 years education	37	67	<u>-30</u>[b]
18-29 years old	44	72	<u>-28</u>
30 years or older	74	60	<u>+14</u>
Professional, technical, administrative training	31	79	<u>-48</u>
Clerical training	51	70	-19
Blue collar training	68	52	<u>+16</u>
Service training	60	64	-04
Completed training	60	72	-12
Dropped training	44	51	-07
Training occupation and occupation in mind when entering WIN <u>same</u>	63	72	-09
Training occupation <u>higher</u>	53	34	<u>+19</u>
Training occupation <u>lower</u>	16	69	<u>-53</u>
No occupation in mind when entering WIN	45	66	-21

[a]Appendix F, Table F-4 presents the full regression results for voucher and regular recipients.

[b]"Especially" large (underscored) effects of vouchering are those lying outside the -21 and -1 range.

Vouchering vocational training did effect the proportion working in their training occupation. Relative to their regular counterparts, it increased the proportion of older respondents, those with blue collar training occupations, those with small families, and those whose training occupations were at a higher level than the occupation they originally had in mind when entering WIN who were working in their training occupation some part or all of the first three months following training.

Vouchering decreased the proportion of respondents with more than 12 years of education, those between 18 and 29 years of age, those with professional occupation, and those whose training occupation was lower than the occupation they originally had in mind, who worked in their training occupation. For many subgroups, there were almost no changes indicating that the method for acquiring occupational skills had less of an influence on working in one's training occupation than did other factors. Those with fewer than 12 years of education, those who completed their training, males or volunteer females, and those whose training occupation and the occupation they had in mind when they entered WIN were the same, were likely to work in their training occupation regardless of whether they were vouchered or nonvouchered trainees. Those with 12 years of education, those who dropped their training, those with service training occupations, and mandatory females were less likely to be working in their training occupation regardless of whether they were in the regular or voucher WIN system.

Reasons Why Respondents Are Not Working in Their Training Occupation Some Part of The First Three Months Following Training

The reason given most often by respondents for not working in their training occupation some part of the first three months following training is that they did not complete their vocational training (Table 84). Fifty-six percent of the voucher participants and 65 percent of the regular respondents gave this as their reason. Small proportions reported not feeling qualified to work in the occupation for which they were trained (of those that completed their training),

not finding jobs in their training occupation, finding jobs that offered them the opportunity to do more interesting work, and jobs which offered more money.

TABLE 84

REASONS RESPONDENTS GAVE FOR NOT WORKING IN THEIR TRAINING OCCUPATION SOME PART OF THE FIRST THREE MONTHS FOLLOWING TRAINING (Percent Mentioning)[a]

Items Mentioned	Voucher	Regular
Did not complete the training.....	56	65
Not enough work experience.....	-	20
Not qualified (completed training)....	13	10
No jobs in training occupation.....	13	5
Got a better job.....	6	5
Health, personal reasons.....	-	10
Got more money.....	13	10
Other.....	13	10
(N)	(16)	(20)

[a]Multiple responses permited.

There seems to be only very slight differences in the reasons given by voucher and regular respondents. With the exception of personal reasons given by 20 percent of thos regulars who are working but not in their training occupation, and not enough experience given by 10 percent of those regulars who are working bot not in their training occupation, the proportion and reasons given by the two groups are nearly identical.

C. Earnings First Three Months Following Training

Major Hypothesis and Related Findings

It will be recalled that there was no significant difference in the proportion of vouchered and nonvouchered WIN clients in the labor force during the first three months following training, nor was there a

significant difference in the proportion working in the occupations for which they were trained. We now propose a third null hypothesis related to employment behavior.

> There will be no significant difference in the earning level[11] of the vouchered and nonvouchered WIN participants who were working.

The data suggest that while a majority of voucher clients earned $411 a month or more, only one-third of the regular clients did. While this is an obvious difference, it is not statistically significant.[12]

When we pooled the data to examine the effects of training system on earnings (see Appendix F, Table F-5 for results), we found that the gross difference in proportion of clients with high earnings (54% of the vouchers and 34% of the regulars) spreads out even more once minor differences in group composition were taken into account. We found that the estimated proportion of regular participants was 32 percent while the estimated proportion of the vouchered trainees was 57 percent. Though there was not a significant difference in the proportion of voucher and regular WIN participants in the labor force, nor the proportion working in their training occupation, interestingly there was a statistically significant difference in the proportion with high earnings.[13] We therefore can reject our null hypothesis.

We know that vouchered institutional training lasted for almost 10 weeks longer than regular institutional training. Vouchered participants were able to negotiate any length of training within 52 weeks, while arrangements for regular trainees were subject to more restrictions. We know also that the cost of vouchered training was higher

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[11]The mean salary of vouchered respondents was used to determine high and low earnings. Anyone above the mean $410 a month was earning a high salary, anyone earning less was considered to be earning a low salary. We had earnings information on only 70 percent of the voucher and 80 percent of the regular respondents.

[12]A z test was used to test the significance of differences between proportions. It was not significant at the .05 level.

[13]A z test was used to test the significance of differences between proportions. This finding was significant at the .05 level.

than the cost of regular training.[14] If vouchered respondents can earn higher wages,[15] which should have an effect on their AFDC status a judgement will have to be made as to whether the conventional WIN provisions should be revised. Policy-makers who look to cost-benefit calculations to evaluate the usefulness of program innovations may wish to balance the higher costs of vouchered training against earnings considerations and their effects on AFDC status.

Factors That Appear to Influence Whether Voucher and Regular Clients were Earning High Wages Similarly (Vouchering Did Not Make a Difference)

Age.--Age had almost no impact on earnings. Younger recipients were just slightly more likely to earn high salaries than were older respondents (Table 85).

TABLE 85

THE INFLUENCE OF AGE ON EARNINGS FIRST THREE MONTHS FOLLOWING TRAINING[a] (In Percentages)

	Estimated Proportion Earning High Wages	
	Voucher	Regular
All	54	34
18-29 years	55	34
30 years or more	52	33

[a]Appendix F, Table F-5 presents the full regression results for voucher and regular recipients.

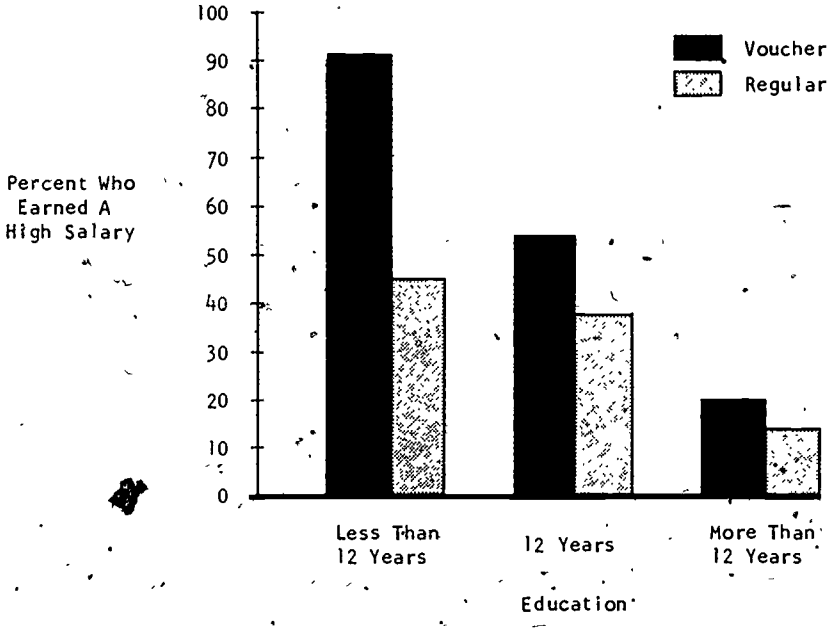
[14]For more details see, Richardson, A. Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings, Washington, D.C.: Bureau of Social Science Research, Inc., February, 1977.

[15]It will be recalled that the voucher recipients received their institutional training approximately one year after the regular WIN participants. Their higher earnings may in part be due to the inflation that occurred in that one year.

Education.--The more educated respondents were, the less chance of their earning a high wage (Figure 6). We found this to be true regardless of whether respondents were in the vouchered or nonvouchered system. This suggests that more education is not a guarantee of high earnings and that less education with a marketable skill may actually produce the best chance of earning high wages. For more than speculation, this would require a comparison with people who had no additional occupational training.

FIGURE 6

ESTIMATED PROPORTIONS OF VOUCHER AND REGULAR CLIENTS WHO EARNED A HIGH SALARY FIRST THREE MONTHS AFTER TRAINING



Factors That Appear to Influence Whether Voucher and Regular Clients Were Earning High Wages Differently (Vouchering Did Make a Difference)

Sex and Program Status.--Males in the voucher system were considerably more likely than males in the conventional system to have earned high wages. Regular mandatory females were as likely as mandatory females in the voucher system to have had high earnings. Females participating in WIN voluntarily were least likely to earn high wages regardless of whether they were in the vouchered or nonvouchered system (Table 86).

TABLE 86

THE INFLUENCE OF SEX AND PROGRAM STATUS ON EARNINGS FIRST THREE MONTHS FOLLOWING TRAINING[a]
(In Percentages)

	Estimated Proportion Earning High Wages	
	Voucher	Regular
All	54	34
Male	84	38
Mandatory female	52	49
Volunteer female	37	21

[a]Appendix F, Table F-5 presents the full regression results for voucher and regular recipients.

Completion Status.--While completion status had almost no effect on the earnings of regular WIN participants it had a considerable effect on that of the vouchered participants (Table 87). As expected, those vouchered clients who completed their training were considerably more likely to earn a high salary during the first three months following training than those who dropped their training.

Occupation.--There were no vouchered respondents whose earnings we knew who were working in professional occupations the first three months after training (Table 88). Those vouchered respondents working in clerical and blue collar jobs were more likely to be earning a high wage than those working in service occupations. Those that were trained in the regular WIN system were less likely to be earning high wages if

TABLE 87

THE INFLUENCE OF COMPLETION STATUS ON EARNINGS THE FIRST THREE MONTHS FOLLOWING INSTITUTIONAL TRAINING[a] (In Percentages)

	Estimated Proportion Earning High Salary	
	Voucher	Regular
All	54	34
Completed training	66	33
Dropped training	36	35

[a]Appendix F, Table F-5 presents the full regression results for voucher and regular recipients.

TABLE 88

THE INFLUENCE OF TYPE OF JOB ON EARNINGS IN THE FIRST THREE MONTHS FOLLOWING TRAINING[a] (In Percentages)

	Estimated Proportion With High Earnings	
	Voucher	Regular
All	54	34
Professional, technical, administrative	[b]	59
Clerical	60	53
Blue Collar	64	4
Service	39	4

[a]Appendix F, Table F-5 presents the full regression results for voucher and regular recipients.

[b]Earnings data not available.

they worked at blue collar jobs as well as service jobs. Vouchering had a positive effect on those with blue collar occupations, increasing the probability of earning high wages considerably. Regular respondents in white collar occupations were more likely to be earning high wages than those in blue collar and service occupations.

Training Occupation and First Job.--It has been a long standing concern as to whether vocational training has any effect on earnings and, as a result, welfare dependency. Though this phase of the longitudinal study does not address the issue of welfare dependency, it does examine the short term effects of training on earnings. We found that for vouchered respondents, working in the occupation for which they received training did increase the likelihood of their earning high wages. Those working in jobs with a status lower than their training occupation were considerably less likely to be earning at a high rate (Table 89). This indicates that for voucher clients, training had a positive influence on earnings.

The findings for regular clients were rather erratic. Those whose first job was lower in status than their training occupation were considerably more likely to be earning a high wage. Those with jobs at a higher status or at the same status as their training occupation were slightly less likely than the group as a whole to be earning high wages.

TABLE 89

THE INFLUENCE OF RELATIONSHIP BETWEEN TRAINING OCCUPATION AND OCCUPATION IN MIND WHEN ENTERING WLN ON EARNINGS IN THE FIRST JOB FOLLOWING TRAINING[a]
(In Percentages)

	Estimated Proportion With High Earnings	
	Voucher	Regular
All	54	34
Training occupation and first job, same	57	31
First job higher in status	53	28
First job lower in status	36	64

[a]Appendix F, Table F-5 presents the full regression results for voucher and regular recipients.

Summary of Findings Related to Earnings

Fifty-four percent of the voucher and 34 percent of the regular clients who worked during the first three months after training, earned a high wage.

Regression estimates of the net association of various factors with earning high wages indicated that it was not equally distributed among all clients but varied among respondents with different socio-demographic characteristics, and was related to training completion and occupations. Education, job and sex each had an important effect on the extent to which one earned a high wage. Often various factors associated with high earnings were different depending on whether an individual was in the voucher or regular system. Often these factors were the same.

Following are two summary tables (Tables 90A and 90B) which display the variables in the order of their effect on earnings, controlling for all the variables in the regression model, and a third Table 90C which shows the effects of vouchering for subgroups.

For vouchered trainees, age had less impact on whether a client earned a high wage than did education, sex and program status and whether they completed or dropped their training. Education had the greatest negative influence on earnings. Whereas 20 percent of those with more than 12 years of education were earning high wages, 91 percent of those with less than 12 years of education were doing as well.

For regular respondents, the particular job they were working in had the greatest influence on their earnings. Education had less of an impact than it did for voucher clients.

Vouchering vocational training did affect the proportion of respondents earning a high wage. As a group, the voucher recipients earned at higher rates than the regular respondents in our survey. Relative to their regular counterparts, vouchering increased the proportion of men, those with fewer than 12 years of education, those with blue collar and service occupations, and those who completed their training, who earned a high wage. Vouchering decreased the earnings of only those whose first job was lower in status than their training occupation.

TABLE 90A

ESTIMATED NET PROPORTION OF VOUCHER RESPONDENTS WITH HIGH EARNINGS[a] DURING THE FIRST THREE MONTHS FOLLOWING TRAINING[b]

	Voucher	
	%	(N)
Education		
Less than 12 years	91	(4)
12 years	54	(27)
More than 12 years	20	(4)
Sex/Program Status		
Male	84	(10)
Mandatory female	52	(8)
Volunteer female	37	(17)
Completion of Training		
Completed	66	(21)
Dropped	36	(14)
First Job		
Professional, technical, administrative	-[c]	(-)
Clerical	60	(17)
Blue collar	64	(7)
Service	39	(11)
Relationship Between First Job and Training Occupation		
Same	57	(21)
First job higher status	53	(11)
First job lower status	36	(3)
Age		
18-29 years	55	(20)
30 years or more	52	(15)

[a]Includes only wages earned working full-time (35 hours or more a week) during the first three months following training. High earnings equals $411.00 or more a month.

[b]Appendix F, Table F-5 presents the full regression results for voucher and regular recipients.

[c]Earnings data not available.

TABLE 90B

ESTIMATED NET PROPORTION OF REGULAR RESPONDENTS WITH HIGH EARNINGS[a] DURING THE FIRST THREE MONTHS FOLLOWING TRAINING[b]

	Regular	
	%	(N)
First Job		
Professional, technical, administrative	59	(5)
Clerical	53	(34)
Blue collar	4	(11)
Service	4	(15)
Relationship Between First Job and Training Occupation		
Same	31	(41)
First job higher status	28	(16)
First job lower status	64	(8)
Education		
Less than 12 years	45	(12)
12 years	37	(40)
More than 12 years	14	(13)
Sex/Program Status		
Male	38	(13)
Mandatory female	49	(15)
Volunteer female	21	(20)
Completion of Training		
Completed	33	(44)
Dropped	35	(21)
Age		
18-29 years	34	(35)
30 years or more	33	(30)

[a]Includes only wages earned working full-time (35 hours or more a week) during the first three months following training. High earnings equals $411.00 or more a month.

[b]Appendix F, Table F-5 presents the full regression results for voucher and regular recipients.

TABLE 90C

INFLUENCES ON THE PROPORTION OF RESPONDENTS WITH HIGH EARNINGS DURING THEIR FIRST THREE MONTHS FOLLOWING TRAINING AND CHANGES DUE TO VOUCHERING[a]
(In Percentages)

	Estimated Proportion With High Earnings		Changes Due to Vouchering
	Voucher	Regular	
All	54	34	+20
Male	84	38	+46[b]
Mandatory female	52	49	+03
Volunteer female	37	21	+16
Fewer than 12 years education	91	45	+46
12 years education	54	37	+17
More than 12 years education	20	14	+06
18-29 years old	55	34	+21
30 years or older	52	33	+19
Professional, technical, administrative job	-[c]	59	-[c]
Clerical job	60	53	+07
Blue collar job	64	4	+60
Service job	39	4	+35
Completed training	66	33	+33
Dropped training	36	35	+01
Training occupation and first job same	57	31	+26
First job higher in status	53	28	+25
First job lower in status	36	64	-28

[a]Appendix F, Table F-5 presents the full regression results for voucher and regular recipients.

[b]"Especially" large (underscored) effects of vouchering are those lying outside the +10 and +30 range.

[c]Earnings data not available.

Another way to evaluate these findings in the context of assessment of the value of vouchering training in WIN is to put employment and earnings data together. It may be, for example, that although vouchered blue collar workers earned at noticeably higher rates than did their regular counterparts, that relatively few voucher clients trained for or entered blue collar work. If that were the case, the relatively higher earnings of voucher clients would not have much impact on WIN's overall ability to help people to achieve economic self-sufficiency. Put another way, suppose voucher clients were especially (relatively) likely to be attracted to clerical work, and that the relative earnings rates of clerical workers were especially low. In that case, WIN's objective of enabling the reduction of AFDC dependency would not be achieved (or would less often be achieved than it is in the regular program).

As it happens, the occupational group which grew most with vouchering (blue collar, Table 91), was that which also experienced the greatest relative increases in earnings (Table 93); and while earnings of clerical workers did not keep pace with the overall voucher-regular increase (+7% versus +20% with "high earnings"), neither did clerical work attract voucher clients as often as it did regular clients (either in training occupation or in first job). Thus, the occupation and earnings data combine to suggest an additional advantage to WIN in the accomplishment of one of its programmatic goals.

TABLE 91

TRAINING OCCUPATIONS SELECTED BY VOUCHER AND REGULAR RESPONDENTS[a]
(In Percentage Points of Difference)

Training Occupations	Voucher - Regular
Professional, technical, administrative	+5
Clerical	-8
Blue collar	+9
Service	-5

[a]For additional data see Bruce B. Dunning, Occupational Choices and Vocational School Selections: Experiences with the Portland WIN Voucher Training Program (Washington, D.C.: Bureau of Social Science Research, Inc., December 1976), page 98.

TABLE 92

FIRST OCCUPATION OF VOUCHER AND REGULAR RESPONDENTS[a]
(In Percentage Points of Difference)

First Occupation	Voucher - Regular
Professional, technical, administrative	-4
Clerical	-3
Blue collar	+5
Service	+2

[a]For additional data see Chapter IV page 155 of Dunning, cited above.

TABLE 93

ESTIMATED PROPORTION OF VOUCHER AND REGULAR RESPONDENTS WITH HIGH EARNINGS[a]
(In Percentage Points of Difference)

First Occupation	Voucher - Regular
All respondents	+20
Professional, technical, administrative	NA
Clerical	+07
Blue collar	+60
Service	+35

[a]For additional data see Chapter IV page 144 of Dunning, cited above.

D. Job Satisfaction First Three Months Following Training

Major Hypothesis and Related Findings

While there was no significant difference in the proportion of vouchered and nonvouchered WIN clients in the labor force, or working in the occupation for which they were trained, we found a difference in the wage level of vouchered and nonvouchered participants. We now propose the last of our null hypotheses related to the employment behavior of our respondents during the first three months after their institutional training.

There will be no significant difference in the proportion of vouchered and non-vouchered WIN participants who are satisfied with their first job.

The data suggest that a majority of the respondents were satisfied with their first jobs regardless of whether they were voucher or regular clients. However, the voucher participants were slightly more likely to be satisfied (70% of the voucher, 62% of the regular). This difference in proportion satisfied is not statistically significant.[16]

When we pooled the data to examine the effects of training system on job staisfaction (see Appendix F, Table F-6 for results), we found that the gross difference in proportion of clients satisfied with their jobs (62% of the regulars and 70% of the vouchers) disappeared once differences in group composition were taken into account. We found that the estimated proportion of regular participants and voucher participants was 65 percent. We therefore cannot reject our null hypothesis.

We will again look at particular subgroups of WIN participants to ascertain whether any tend to be more successful in one or the other system. Does vouchering positively affect the satisfaction rate of certain subgroups and negatively affect others? Are there certain subgroups whose job satisfaction rates are unchanged by vouchering? The section below will examine subgroups unchanged by vouchering, subgroups who react similarly regardless of system.

Factors That Appear to Influence the Job Satisfaction Rates of Voucher and Regular Clients Similarly (Vouchering Did Not Make a Difference)

Age.--Those respondents between the ages of 18 and 29 were somewhat more likely to be satisfied with their jobs than respondents 30 years of age or older. We found this to be the case regardless of whether respondents were in the voucher or conventional WIN system (Table 94).

[16] A z test was used to test the significance of differences between proportions. It was not significant at the .05 level.

TABLE 94

THE INFLUENCE OF AGE ON JOB SATISFACTION FIRST THREE MONTHS FOLLOWING TRAINING[a] (In Percentages)

	Estimated Proportion Satisfied With Their Job	
	Voucher	Regular
All	70	62
18-29 years	74	64
30 years or more	63	60

[a]Appendix F, Table F-6 presents the full regression results for voucher and regular recipients.

Completion Status.--Completion status did not have much impact on whether vouchered participants were satisfied or dissatisfied with their jobs. It had a great deal more influence on the job satisfaction of regular participants. We did find however that, regardless of system, those who completed their training were less satisfied with their jobs than those who did not (Table 95). It is very possible that those respondents who completed their training had higher job expectations than those who left before finishing, and were therefore more easily disappointed.

TABLE 95.

THE INFLUENCE OF COMPLETION STATUS ON JOB SATISFACTION FIRST THREE MONTHS FOLLOWING TRAINING[a] (In Percentages)

	Estimated Proportion Satisfied With Their Job	
	Voucher	Regular
All	70	62
Completed training	69	54
Dropped training	71	84

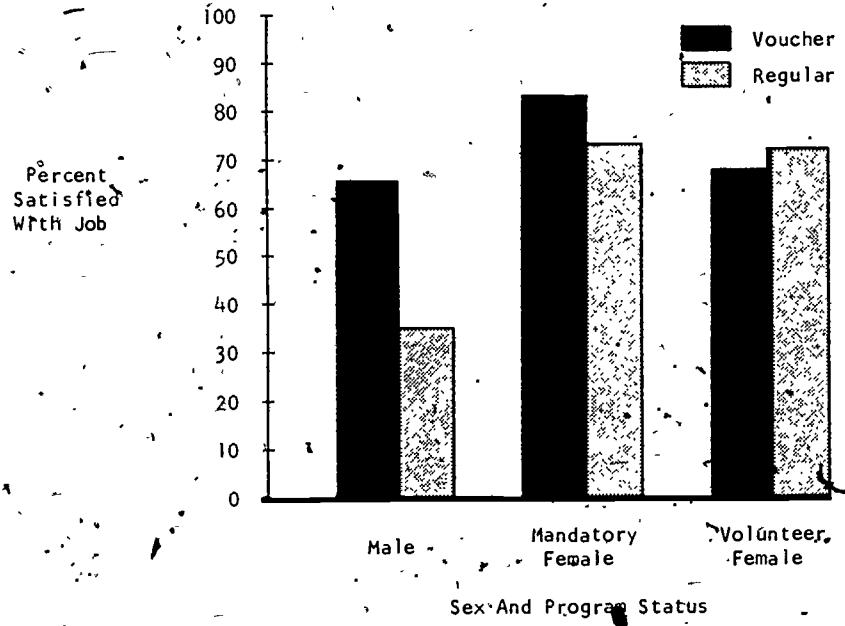
[a]Appendix F, Table F-6 presents the full regression results for regular and voucher recipients.

Factors That Appear to Influence the Job Satisfaction Rates of Voucher and Regular Clients Differently (Vouchering Did Make a Difference)

Sex and Program Status.--Males in both systems were the least satisfied with their jobs of all the WIN participants (Figure 7). Those in the regular system were considerably less satisfied than any other subgroup regardless of system. Voucher mandatory females were the most satisfied with their jobs of all WIN participants. The volunteer females however, reacted differently depending on whether they were vouchered or nonvouchered WIN participants. Voucher females voluntarily in the WIN program were slightly less likely to be satisfied with their job than the overall voucher group, and slightly less likely to be satisfied than the regular volunteer females as well.

FIGURE 7

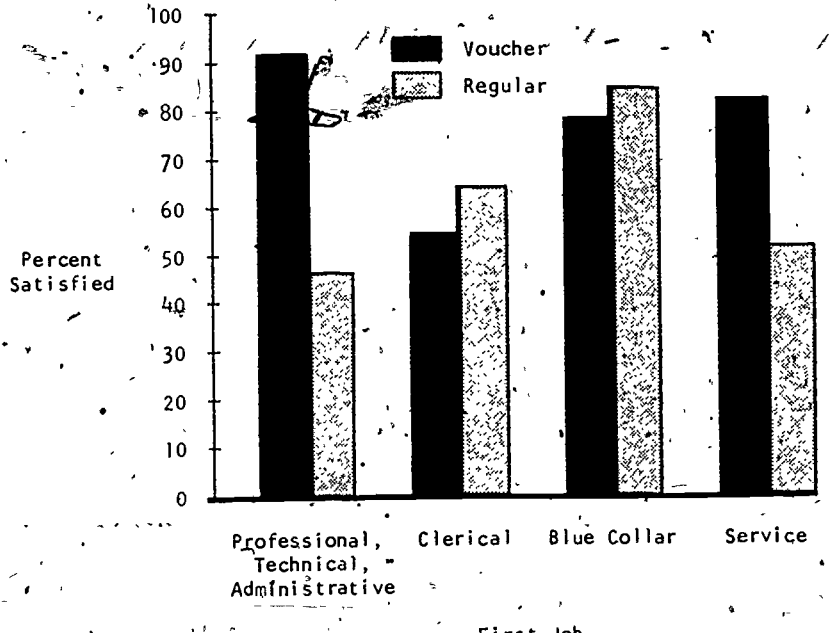
ESTIMATED PROPORTIONS OF VOUCHER AND REGULAR CLIENTS WHO WERE SATISFIED WITH THEIR JOB, BY SEX AND PROGRAM STATUS



First Job.--As one would expect, the type of job an individual has, has a considerable influence on the probability of their being satisfied with that job. Those in the voucher system whose first job after training was clerical were considerably less satisfied with their work than the vouchered people as a group or any other subgroup of voucher individuals. Interestingly, the WIN staff encourage the participants in the WIN program to choose training in clerical occupations more often than in any other field. Those with service, blue collar and professional jobs appeared to be largely satisfied with their work. In the regular system, those with service and professional jobs were less satisfied than those working at clerical or blue collar jobs (Figure 8).

FIGURE 8

ESTIMATED PROPORTIONS OF VOUCHER AND REGULAR CLIENTS WHO WERE SATISFIED WITH THEIR JOB BY FIRST JOB



Wages.--Wages had less impact than might be expected on the job satisfaction of voucher and regular WIN participants (Table 96). Regular respondents with high salaries were just slightly more likely to be satisfied with their jobs than those making low wages. However, wages had almost no impact on the satisfaction of voucher clients.

TABLE 96

THE INFLUENCE OF EARNINGS ON SATISFACTION WITH FIRST JOB AFTER TRAINING[a]
(In Percentages)

	Estimated Proportion Satisfied With Job	
	Voucher	Regular
All	70	62
High wages[b]	72	64
Low wages[c]	79	53

[a]Appendix F, Table F-6 presents the full regression results for voucher and regular recipients.

[b]High is $411 a month or more.

[c]Low is less than $411 a month.

Working in Training Occupation.--For vouchered respondents, working in their training occupation had only very slight effects on job satisfaction (Table 97). Those who were working in the occupation for which they were trained were only 5 percentage points more likely than those not working in their training occupation to be satisfied with their jobs. We found, however, that regular respondents working in their training occupation were less likely than those working in other fields to be satisfied with their jobs.

This is a rather surprising finding unless one considers the possibility that the training occupation might not have been what the participant in the conventional system wanted and that working in such an occupation might have led to further dissatisfaction. Since voucher clients were much more likely to have selected their own training occupation we would not expect this to occur among the voucher recipients. This of course is just speculation. We are aware that there are

other variables that could be causing these differences between voucher and regular respondents.

TABLE 97

THE INFLUENCE OF WORKING IN ONE'S TRAINING OCCUPATION ON JOB SATISFACTION[a]
(In Percentages)

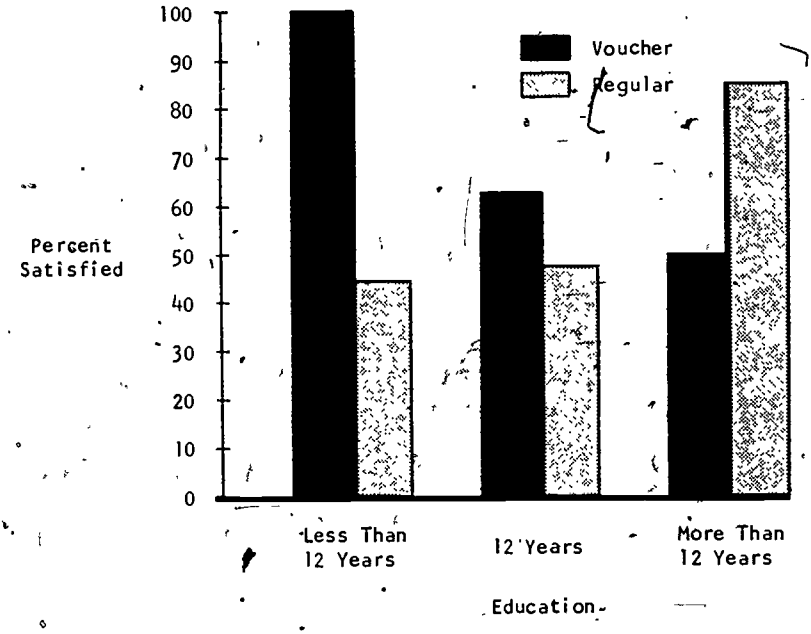
	Estimated Proportion Satisfied With Job	
	Voucher	Regular
All	70	62
Working in training occupation	72	58
Not working in training occupation	67	71

[a]Appendix F, Table F-6 presents the full regression results for voucher and regular recipients.

Education.--Education had a considerable effect on the job satisfaction of both vouchered and regular WIN participants (Figure 9). The vouchered respondents with fewer than 12 years of education were markedly more likely to be satisfied with their job than the more educated participants. Interestingly, though education had a considerable effect on the job satisfaction of the regular WIN participants, it was opposite to the effect it had on vouchered respondents. Those most likely to be satisfied with their job were those with the most education. Vouchering had a positive effect on the job satisfaction of the least educated respondents and a negative effect on the job satisfaction of the most educated respondents. It should be recalled that regular respondents were in the job market one year earlier than the voucher respondents and it is quite possible that this might account for the difference in satisfaction rates. The job market may not have been as tight at that time, and there may not have been as great an oversupply of educated individuals in 1975 as there were in 1976.

FIGURE 9

ESTIMATED PROPORTIONS OF VOUCHER AND REGULAR CLIENTS WHO WERE SATISFIED WITH THEIR JOB BY EDUCATION



Summary of Findings Related to Job Satisfaction

Seventy percent of the voucher and 62 percent of the regular clients who worked during the first three months following training were satisfied with their jobs.

Regression estimates of the net association of various factors with job satisfaction indicated that it was not equally distributed among all clients but varied among respondents with different socio-demographic characteristics, jobs, and earning levels. Sex and program status, education and type of job had an important effect on the extent to which one was satisfied with his or her job. Often various factors associated with job satisfaction were different depending on whether an individual was in the voucher or regular system. Often the factors were the same.

Included are two summary tables (Tables 98A and 98B), which display the variables in the order of their effect on job satisfaction, controlling for all the variables in the regression model, and a third, Table 98C, which shows the effects of vouchering.

For vouchered trainees, training status and whether they were working in their training occupations or not had less impact on whether they were satisfied with their jobs than did what their jobs were, their sex or legal status. Training satisfaction had the greatest influence on job satisfaction. Whereas only 30 percent of those dissatisfied with their training were satisfied with their jobs, 76 percent of those satisfied with their vocational training were also satisfied with their jobs.

For regular respondents, education had the greatest influence on job satisfaction. Satisfaction with training had almost no influence on job satisfaction for the conventional WIN respondents.

Vouchering vocational training did affect the proportion of respondents satisfied with their first jobs. Relative to their regular counterparts, it increased job satisfaction among men, those with professional, technical, administrative jobs or service, and those earning low wages. Vouchering decreased the job satisfaction of those with more than 12 years of education, those with clerical or blue collar occupations, those not satisfied with their training, those who dropped their vocational training, volunteer women and those not working in their training occupation. For many subgroups there were almost no changes, indicating that the method for acquiring occupational skills had less of an influence on job satisfaction than other factors. Mandatory females, younger respondents, respondents earning high wages those satisfied with the institutional training were more likely than the average to be satisfied with their jobs regardless of whether they were vouchered or nonvouchered trainees. Those with 12 years of education, those over 30, and those who completed their training were less likely to be satisfied with their jobs, regardless of whether they were in the regular or voucher WIN system.

TABLE 98A

ESTIMATED NET PROPORTION OF VOUCHER RESPONDENTS SATISFIED WITH THEIR JOB THE FIRST THREE MONTHS FOLLOWING TRAINING[a]

	Voucher	
	%	(N)
Training Satisfaction		
Satisfied	76	(44)
Not satisfied	30	(6)
First Job		
Professional, technical, administrative	94[b]	(2)
Clerical	54	(21)
Blue collar	78	(10)
Service	82	(17)
Sex/Program Status		
Male	66	(13)
Mandatory female	83	(9)
Volunteer female	68	(28)
Education		
Less than 12 years	100[c]	(9)
12 years	63	(35)
More than 12 years	50	(6)
Age		
18-29 years	74	(31)
30 years or more	63	(19)
Salary		
High	72	(20)
Low	79	(15)
Working in Training Occupation		
Yes	72	(27)
No	67	(23)
Completion Status		
Completed	69	(34)
Dropped	71	(16)

[a]Appendix F, Table F-6 presents the full regression results for voucher and regular recipients.

[b]Absolute value of estimate is not reliable, (N) is too small but direction is valuable (+ or -).

[c]Absolute value of estimate is not reliable but direction is valuable (+ or -).

TABLE 98B

ESTIMATED NET PROPORTION OF REGULAR RESRONDENTS SATISFIED WITH THEIR JOB THE FIRST THREE MONTHS FOLLOWING TRAINING[a]

	Regular	
	%	(N)
Education		
Less than 12 years	44	(17)
12 years	47	(45)
More than 12 years	85	(16)
Sex/Program Status		
Male	35	(13)
Mandatory female	73	(19)
Volunteer female	72	(25)
First Job		
Professional, technical, administrative	47	(6)
Clerical	64	(35)
Blue collar	84	(12)
Service	52	(25)
Training Status		
Completed	54	(58)
Dropped	84	(20)
Working in Training Occupation		
Yes	58	(52)
No	71	(26)
Salary		
High	64	(22)
Low	53	(42)
Training Satisfaction		
Satisfied	62	(67)
Not satisfied	71	(10)
Age		
18-29 years	64	(39)
30 years or more	60	(39)

[a]Appendix F, Table F-6 presents the full regression results for voucher and regular recipients.

TABLE 98C

INFLUENCES ON THE PROPORTION OF RESPONDENTS WHO WERE SATISFIED WITH THEIR JOB AND CHANGES DUE TO VOUCHERING
(In Percentages)

	Estimated Proportion Satisfied With Their Job		Changes Due to Vouchering
	Voucher	Regular	
All	70	62	+08
Male	66	35	+31[b]
Mandatory female	83	73	+10
Volunteer female	68	72	-04
Fewer than 12 years education	100[c]	44	+66
12 years education	63	47	+16
More than 12 years education	50	85	-35
18-29 years old	74	64	+10
30 years or older	63	60	+03
Professional, technical, administrative job	94	47	+47
Clerical job	54	64	-10
Blue collar job	78	84	-06
Service job	82	52	+30
Satisfied with training	76	62	+14
Not satisfied with training	30	71	-41
Completed training	69	54	+15
Dropped training	71	84	-13
Working in training occupation	72	58	+14
Not working in training occupation	67	71	-04
High salary	72	64	+08
Low salary	79	53	+26

[a]Appendix F, Table F-6 presents the full regression results for voucher and regular recipients.

[b]"Especially" large (underscored) effects of vouchering are those lying outside the -2 and +18 range.

[c]Absolute value of estimate is not reliable. However direction is valuable (+ or -).

E. Summary of the Early Employment Patterns of Voucher and Regular WIN Participants

This summary will be brief and will report only the overall differences between the voucher and regular participants and the effects of vouchering. Approximately 66 percent of both the voucher and regular participants in our study were in the labor force all or part of the first three months following their institutional training. However, a slightly larger proportion of voucher clients than regular clients were still looking for jobs and were in fact not working. Nearly identical proportions of both groups were out of the labor force. Vouchering vocational training did make a difference to the labor force participation of some subgroups of trainees. Relative to their regular counterparts, it increased the labor force participation of males, those with small families, and those who prepared for service or clerical occupations. Vouchering decreased the labor force participation of certain other subgroups. Mandatory women, and those with either professional, technical, administrative or blue collar training occupations were those whose labor force participation was decreased as a result of vouchering. When we pooled the data to examine the effects of one or the other training system on labor force participation, we found that once minor differences in group composition were taken into account there was a wider gap in the estimated proportion of voucher and regular participants out of the labor force. Twenty-nine percent of the regular WIN participants were out of the labor force while the estimated proportion of vouchered trainees was 36 percent. While there was more of a spread it was not a statistically significant difference in the proportion out of the labor force.

Fifty-five percent of the voucher and 66 percent of the regular clients who worked during the first three months after training worked in the occupation for which they were trained. Vouchering increased the proportion of older respondents, those with blue collar training occupations, those dissatisfied with their training, and those whose training occupation was at a higher level than the occupation they originally had in mind when they entered WIN, who worked in their training occupation some part or all of the first three months following

training. It decreased the proportion of respondents with more than 12 years of education, those between 18 and 29 years of age, those with medium or large size families, those with professional occupations, those satisfied with their training, and those whose training occupation was lower than the occupation they originally had in mind, who were working in their training occupation. As before when we pooled the data to examine the effects of system on working in one's training occupation, we found that the estimated proportion of voucher and regular participants working in their training occupations had spread out a bit (68% of the regulars and 52% of the vouchers). While there is more of a spread there remains no significant difference in the proportion of vouchered and nonvouchered WIN clients working in their training occupation.

The most startling finding is the higher earning power of vouchered trainees. Fifty-four percent of the voucher and 34 percent of the regular clients who worked during the first three months after training earned a high wage.[17] The overall voucher population including all subgroups earned a higher wage than the regular respondents in our survey. The pooled data indicated that this difference was statistically significant.[18] Vouchering increased the proportion of men who earned high wages, those with fewer than 12 years of education, those with blue collar and service occupations, and those who completed their institutional training. Vouchering decreased the earnings of only one subgroup of respondents, those whose first job after training was lower in status than their training occupation.

Seventy percent of the voucher and 62 percent of the regular respondents who worked during the first three months following institutional training were satisfied with their jobs. Vouchering increased the job satisfaction of men, those with professional, technical, administrative or service jobs, and those earning low wages.

Job satisfaction was lower among those with more than 12 years of education, those with clerical or blue collar occupations, those not satisfied with their training, those who dropped their vocational training, and those not working in their training occupation.

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[17] A salary of more than $410 a month.

[18] A z test was used and it proved significant at the .05 level.

V. AUTONOMY AND ITS IMPLICATIONS

One of the basic features of vouchering occupational skill training was to increase the decision-making autonomy of WIN clients. The experiement was designed so that there would be considerable differences in the degree of self-determination experienced by the vouchered WIN participants and those in the traditional system.[1,2] While it was not too difficult to control the autonomy of the vouchered respondents, it was impossible to do so with the regulars. What occurred is that while vouchering increased the proportion of WIN respondents experiencing autonomy, a majority of regular respondents experienced it as well.[3] The report on Phase I of this longitudinal study concluded that when asked generally about how occupational decisions were made, 97 percent of the voucher clients reported that they had been left on their own to make such decisions as did 69 percent of the conventional clients. When it came to making more specific decisions, the proportion with autonomy changed for both voucher and regular WIN participants. Seventy-three percent of the voucher clients reported choosing their own training occupation and 84 percent reported choosing their own training institution. Fifty-one percent of the regular clients reported choosing their own training occupation and 47 percent reported choosing their own training institution. While voucher

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[1] For a detailed explanation of the differences between the two systems see Ann Richardson and Laure M. Sharp, The Feasibility of Vouchered Training in WIN: Report on the First Phase of a Study (Washington, D.C.: Bureau of Social Science Research, Inc., December, 1974).

[2] See Ann Richardson, Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings. (Washington, D.C.: Bureau of Social Science Research, Inc., February, 1977).

[3] For a thorough discussion of the differences in experienced autonomy see Dunning, Occupational Choices and Vocational School Selections: Experiences with the Portland WIN Voucher Training Program (Washington, D.C.: Bureau of Social Science Research, Inc., December, 1976).

clients continued to experience more decision-making autonomy, almost half of the regular clients did so also.

Tables 99 and 100 and footnote 4 illustrate the consequences of increased freedom of choice. It becomes clear rather quickly that in almost every instance, participants in the traditional WIN system who made their own occupational decisions were more successful than those who did not.[4] Looking first at Table 99, we find that both voucher

TABLE 99

INFLUENCE OF PERCEIVED AUTONOMY ON TRAINING SATISFACTION[a]
(In Percentages)

	Estimated Proportion Satisfied	
	Voucher	Regular
All	80	79
Chose own training occupation	82	80
Did not	75	78
Chose own training institution	79	86
Did not	85	73

[a]Appendix F, Table F-1 presents the full regression results for voucher and regular recipients.

[4]Since nearly all of the voucher participants (97%) said they had made their overall occupational decisions autonomously, there was no reason to include this alternative measure in the regression model for vouchered respondents. We did include it in the model for regular respondents, however, (see Appendix F, Table F-1 for full model) and found that independent of sociodemographic characteristics, training occupation, type of school attended and labor force behavior, those who had made their own decisions were much more likely to be satisfied than those who did not.

INFLUENCE OF OVERALL PERCEIVED AUTONOMY ON THE TRAINING SATISFACTION OF REGULAR RESPONDENTS[a]

	Estimated Proportion Satisfied
All	79%
Made all occupational decisions autonomously	86
Did not	63

[a]Appendix F, Table F-1 presents the full regression results for regular recipients.

and regular respondents who chose their own training occupation were slightly more likely to be satisfied with their training than those who did not. However, voucher clients who chose their own training institution were less likely to be satisfied than those who did not. This was not the case for regular respondents.

Did this trend continue when it came to completion rates? The data indicate that those in the regular system who chose their own training occupation were more likely to complete their training than those who did not and than those voucher clients who were autonomous. The voucher clients who chose their own training occupation were considerably less likely to complete than those who received assistance and guidance from their WIN counselor.[5] For vouchered participants, deciding what training institution to attend had no effect on completion rates. It is only in this one area that regular clients who made decisions autonomously were slightly less likely to complete their institutional training than those who did not (Table 100).

Our findings are interesting, thought-provoking and not what we expected when we first designed the voucher system. We did not expect the participants in the traditional Portland WIN system to have the degree of autonomy they had. Further, from on-site observations, we learned that WIN counselors were confused about their role in the voucher system. They often over-reacted and as a result withdrew much of their personal support and encouragement, perhaps leaving the voucher

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[5] Again independent of all other variables in the model, the alternative measure of occupational autonomy indicated that regular clients who made overall occupational decisions autonomously were considerably more likely to complete their training than those who did not.

INFLUENCE OF OVERALL PERCEIVED AUTONOMY ON THE COMPLETION RATES OF REGULAR RESPONDENTS[a]

	Estimated Proportion Completed
All	63%
Made all occupational decisions autonomously	70
Did not	49

[a] Appendix F, Table F-2 presents the full regression results for regular recipients.

TABLE 100

INFLUENCE OF PERCEIVED AUTONOMY ON COMPLETION RATES[a]
(In Percentages)

	Estimated Proportion Completed	
	Voucher	Regular
All.	65	63
Chose own training occupation.	61	69
Did not.	77	57
Chose own training institution	65	57
Did not.	65	68

[a]Appendix F, Table F-2 presents the full regression results for voucher and regular recipients.

clients feeling abandoned.[6] We did not expect either the role confusion or the reaction from the WIN counselors. Interestingly, in cases where voucher clients did not act alone, they often did as well or better than those who made decisions autonomously.

In effect, participants in the traditional Portland WIN system who were left to make decisions on their own had the "best of both worlds." They received counseling, support and the expert help of their WIN counselors as well as being in control of their occupational destinies. This is likely to have contributed to the fact that they were more satisfied with their training and more likely to complete it. While voucher participants may have been left on their own to make occupational decisions more often, they were also more likely to be without personal support, encouragement, and reassurance which might easily have had an effect on their training satisfaction and completion rates.

It might provide us with some insights if we look at the reasons autonomous clients gave for dropping their training before completion.

[6]The counselors were supposed to give the voucher clients the same personal support and encouragement they gave the regular clients, but this did not occur.

Larger proportions of voucher than regular clients dropped their training for reasons--internal to the program--that assistance and support from their WIN counselors might have remedied. It is not clear whether a great deal of attention, support and counseling could have stopped someone from dropping training because he or she had an ill child or found a job, or had to look for work (external reasons). However, someone with a tendency to "flunk out," or someone not sure if he or she was in the right place, might have been encouraged to continue with the appropriate support from the WIN staff (Table 101).

TABLE 101

REASONS REPORTED FOR EARLY TERMINATION OF INSTITUTIONAL TRAINING (In Percentages)

	Chose Own Training Occupation		Chose Own Training Institution	
	Voucher	Regular	Voucher	Regular
Internal to program[a]	42	30	39	25
External to program[b]	58	70	61	75
Total %	100	100	100	100
(N)	(26)	(20)	(28)	(20)

[a]Includes: 1. Program problems--poor instruction, funding running out, poor school, school problems
2. Asked to leave by school
3. Judgment problems--decided against training occupation, switched to OJT

[b]Includes: 1. Personal problems--day care, illness
2. Had to work
3. Found a job
4. Transportation problems

Autonomy without WIN staff support can be perceived as abandonment, while staff direction without autonomy can be perceived to be coercion. However, a combination of autonomy and WIN staff support can mean greater success for WIN participants. The greater success of those participants in the conventional WIN system who made occupational

decisions autonomously supports this hypothesis. This point is discussed at greater length below, in Chapter VIII.

VI. CHANGES IN SELF-ESTEEM

When Leonard Goodwin first developed a design for an experiment on vouchering manpower training in the WIN program, one of his concerns was with the effect of autonomy on clients' self-esteem. Arguing on the basis of his studies of work attitudes and labor force behavior of various segments of the population,[1] which showed that low self-esteem and expectation of failure, rather than rejection of the "work ethic," accounted for the labor force behavior of many poor people, he proposed a test of the hypothesis that clients who had received vouchered training would experience greater self-confidence than clients who had received training under more conventional circumstances.[2] Doing a longitudinal study of this kind afforded us a good opportunity to test a variation of this hypothesis. Instead of comparing the self-esteem of clients who received training in the voucher system with those in the regular system, we compared the self-esteem of voucher clients at different points of time, at the time of commitment to the system and at the end of training. The final report of this series will extend the comparison.

We know that the autonomy of WIN clients was extended with the onset of vouchering. We were interested in finding out how experiencing training in the voucher system affected the self-esteem of individuals. Each time the voucher clients were interviewed, they were shown a series of six items designed to measure self-esteem.[3] Table 102

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[1] Most notably, Do the Poor Want to Work? (Washington: Brookings, 1972).

[2] Unfortunately the regular clients were interviewed only once which does not allow us to compare changes in self-esteem over time.

[3] Each respondent ranked him/herself on how often he/she felt each statement to be true, from "never" = 1 to "almost always" = 5 on each of the following items:

a. I take a positive attitude toward myself.
b. I feel I do not have much to be proud of.
c. I feel that I have a number of good qualities.
d. I am able to do things as well as most other people.
e. Sometimes I think I am no good at all.
f. I feel that I'm a person of worth, at least on an equal plane with others.

TABLE 102

DISTRIBUTION OF THE SELF-ESTEEM RATINGS OF THE VOUCHER CLIENTS AT THE END OF TRAINING
(In Percentages)

	Never	Hardly Ever	Some-times	Often Times	Almost Always	Total[a]	(N)	Mean[b]
I take a positive attitude toward myself.....	1	3	27	13	56	100	(113)	4.2
I feel I do not have much to be proud of.....	50	21	21	4	4	100	(113)	4.1
I feel that I have a number of good qualities.	-	3	19	23	56	101	(113)	4.3
I am able to do things as well as most other people.....	-	-	13	24	63	100	(113)	4.5
Sometimes I think I am no good at all.....	44	22	30	4	-	100	(113)	4.1
I feel that I'm a person of worth, at least on an equal plane with others.....	-	2	9	20	70	101	(113)	4.6

Note: Overall mean - 4.3

[a]Total percent may vary slightly from 100 due to rounding.

[b]The mean was arrived at by giving each rating a score, from "never" equal to one, up to "almost always" equal to five. The scoring on the second and fifth items was reversed, "never" equal to 5 and "almost always" equal to 1.

presents the distribution of self-esteem ratings of the voucher clients at the end of their institutional training.

For the most part, the voucher clients thought quite well of themselves. The mean score on any item was never lower than 4.1 and rose as high as 4.6 when the possible maximum on the self-esteem scale was 5.0.[4] The overall mean item score was 4.3. At least half of the voucher recipients gave themselves the most positive rating possible on all but one of the items.

The two statements which compare the respondent with other people had the highest mean scores, 4.5 and 4.6 respectively. Obviously, whatever the clients thought of themselves, they did not usually think anyone else was any better. In fact, on one of the statements, 70 percent of the respondents "almost always" felt "at least on an equal plane with others."

Our primary interest in examining the self-esteem of voucher clients was in discovering whether their experiences during training and immediately after had an influence on their conception of themselves.[5] Table 103 presents data on the voucher participants' change in self-esteem between committing the voucher and the end of training.

TABLE 103

VOUCHER CLIENTS' CHANGES IN SELF-ESTEEM BETWEEN COMMITTING THE VOUCHER AND THE END OF THE TRAINING
(In Percentages)

	Voucher
Did not change[a]	22
Increased	45
Decreased	33
Total %	100
(N)	(113)

[a]The total score did not change. We cannot tell whether they moved around on the scale of each item, but coincidentally ended up with the same total score.

[4]A score of 5.0 represents the highest self-esteem score.

[5]In order to measure this change, we took each respondent's summed score (which could vary from 0 to 30) at the time of commitment.

Seventy-eight percent of the clients' self opinions altered during this interval of time. The greater movement was in a positive direction. Forty-five percent of the voucher clients thought better of themselves after their training experiences. One-third of the clients had a lower self-esteem score.

Though the great majority of scores changed, the shifts were generally small (Figure 10).[6] Of the 88 people whose self-esteem score did change, only 14 changed by 6 points or more and only 4 by more than 10 points.

Of the 51 voucher clients whose total score increased after training, 88 percent or 45 people improved their score by between 1 and 5 points and 4 more (8%) by 6 to 10 points. Only 2 had large changes in their self-esteem as measured by a difference in their score at the time of commitment of the voucher and at the end of their institutional training.

On the negative side, a total of 37 voucher recipients had lower self-esteem scores after their training experiences than at the time they commited their vouchers. Seventy-eight percent of these lost from 1 to 5 points and another 6 (16%) decreased their scores by between 6 and 10 points.

Though the self-esteem of the majority of voucher clients changed between the time of commitment and the end of training, changes were small. An examination of the effects of sociodemographic characteristics, autonomy, and early labor force behavior on any changes in self-esteem will allow us to assess whether the training experience was more positive for certain subgroups of the voucher respondents than others.[7]

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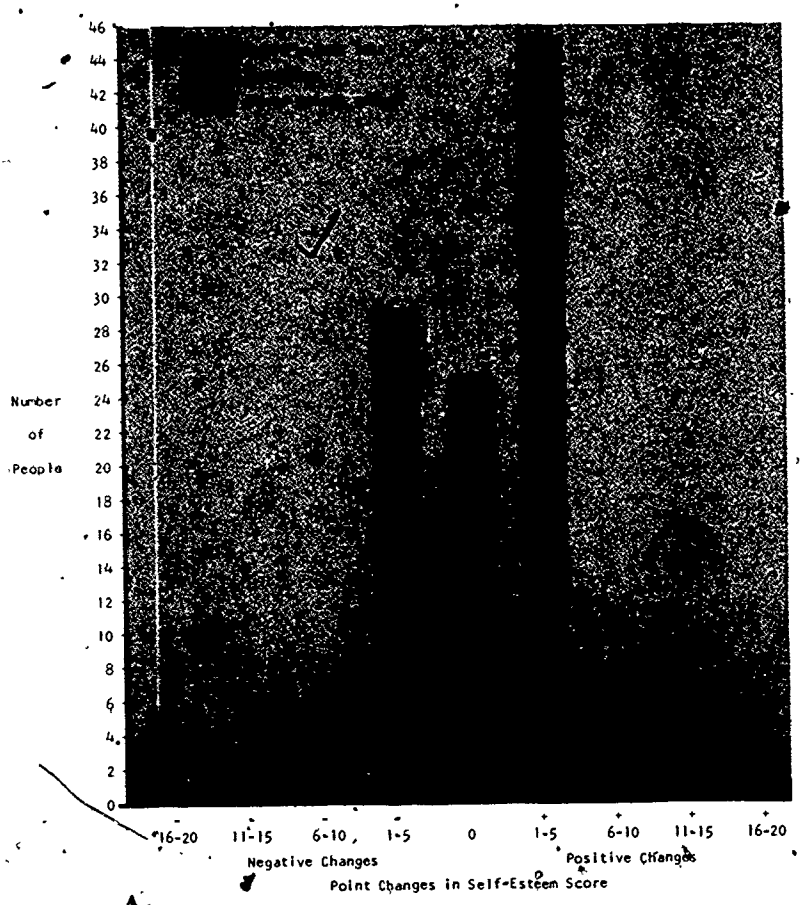
and at the end of training and subtracted the first from the second. Consequently if a person's self-esteem was lower at the second interview than at the first, it would show a negative score, which we would call a negative change or a decrease in self-esteem.

[6]The possibility that this is due to the "Hawthorne effect," can be legitimately raised.

[7]This next section will present findings which result from multiple regression analyses of the data. Therefore the proportions presented will be estimated and will adjust (control) for other variables which are related to those under study.

FIGURE 10

REPRESENTING THE CHANGES IN THE SELF ESTEEM SCORES OF VOUCHER CLIENTS BETWEEN COMMITMENT OF VOUCHER AND END OF TRAINING



Effect of Autonomy on Self-Esteem

Goodwin hypothesized that clients who received vouchered training would experience greater self-confidence than those who did not. His assumption was that vouchered training guaranteed the participant autonomy to make all decisions regarding his or her occupational destiny. Though vouchering increased considerably the autonomy of WIN participants, it was not an "all" or "none" situation. As a result, we have the information to examine whether in fact those vouchered trainees who made occupational decisions autonomously did experience greater self-confidence than those who were not autonomous. The issue of why certain voucher clients did not make decisions autonomously, whether from choice or lack of it, and the effect of these two possibilities on changes in self-esteem is important but unfortunately cannot be addressed at this time.

We found that those voucher clients who chose their own training occupation were more likely to have higher self-esteem as a result of their training experiences than those who had those decisions made for them by the WIN staff (Table 104). Those who chose their own training institutions also were more likely than those who did not have a higher self-esteem score after their training than at the time they committed their voucher. Those with no occupational autonomy were most subject to a loss of self-esteem. These findings lend support to Goodwin's hypotheses.

Effect of Training Occupation on Self-Esteem

Training occupation appears to have had an interesting effect on changes in self-esteem (Table 105). Larger proportions of those with blue collar and service occupations had lower self-esteem at the end of their training than they had when they first committed their voucher. Those with clerical training occupations were more likely to have higher self-esteem at the end of their vouchered training. All of those with professional, technical or administrative preparation were affected by their training experiences. None had the same self-esteem score at the end of their training that they had had at the time of commitment. Most of these trainees had a better opinion of themselves at the end of their training than they had had when they began it.

TABLE 104

THE INFLUENCE OF AUTONOMY ON CHANGES IN THE SELF-ESTEEM OF VOUCHER PARTICIPANTS FROM TIME OF COMMITMENT TO THE END OF TRAINING[a]
(In Percentages)

	Estimated Proportion Changing To:		
	Lower Self-Esteem	Higher Self-Esteem	Same Self-Esteem
All	33	45	22
Chose own training occupation autonomously	29	49	23
Did not choose own training occupation	42[b]	35	20
Chose own training institution autonomously	28	48	24
Did not choose own training institution	58[b]	31[c]	11[d]

[a]Appendix F, Table F-7 presents the full regression results for voucher recipients

[b]"Especially" large (underscored) effects of vouchering are those lying outside the +23 and +43 range

[c]"Especially" large (underscored) effects of vouchering are those lying outside the +35 and +55 range.

[d]"Especially" large (underscored) effects of vouchering are those lying outside the +12 and +32 range.

TABLE 105

THE INFLUENCE OF TRAINING OCCUPATION ON CHANGES IN THE SELF-ESTEEM OF VOUCHER PARTICIPANTS FROM TIME OF COMMITMENT TO THE END OF TRAINING[a]
(In Percentages)

	Estimated Proportion Changing To:		
	Lower Self-Esteem	Higher Self-Esteem	Same Self-Esteem
All	33	45	22
Professional, technical, administrative	45[b]	60[c]	[d]
Clerical	23	48	29
Blue collar	44[b]	31[c]	25
Service	42[b]	43	15

[a]Appendix F, Table F-7 presents the full regression results for voucher recipients

[b]"Especially" large (underscored) effects of vouchering are those lying outside the +23 and +43 range.

[c]"Especially" large (underscored) effects of vouchering are those lying outside the +35 and +55 range.

[d]Estimate may be unreliable.

Of all occupational subgroups, those with blue collar training occupations were most subject to loss in self-esteem and those with clerical training occupations were most subject to gain in self-esteem. Those preparing for professional, technical or administrative occupations were the most likely to have had their self-esteem affected by their training.

The challenge of training, the discovery of shortcomings and the interpersonal experiences of voucher participants were likely to affect the changes in self-esteem.

Effect of Completion Status on Self-Esteem

Those who completed their training were somewhat more likely to have higher self-esteem at the end of their training than those who terminated their training early. Though equal proportions had lower self-esteem, a slightly larger proportion of those who dropped their training had the same score at the time of commitment to the system and at the end of their training (Table 106).

TABLE 106

THE INFLUENCE OF COMPLETION STATUS ON CHANGES IN THE SELF-ESTEEM OF VOUCHER PARTICIPANTS FROM TIME OF COMMITMENT TO THE END OF TRAINING[a]
(In Percentages)

	Estimated Proportion Changing To:		
	Lower Self-Esteem	Higher Self-Esteem	Same Self-Esteem
All	33	45	22
Completed training	32	49	19
Dropped training	34	39	27

[a]Appendix F, Table F-7 presents the full regression results for voucher recipients.

Effect of Demographic Characteristics on Changes in Self-Esteem

Female voucher clients were more likely than males to have changed their opinion of themselves as a result of their training experiences (Table 107). Almost one-half of the males and volunteer females had a better opinion of themselves after the training than at the time of commitment, while half of the mandatory females had lower self-esteem.

The least-educated voucher clients had the most dramatic increase in their self-esteem after training. More than 50 percent increased their scores. The self-esteem scores of those with more than 12 years of education changed the least after training. Of those that did change, approximately half were decreases. Interestingly, both male voucher participants and those with fewer than 12 years of education were more likely than other subgroups of voucher clients to be earning high wages and to be satisfied with their jobs, facts which could account for their increase in self-esteem.

Older respondents (those 30 years of age or older), were slightly more likely than younger respondents to have higher self-esteem after their training experiences in the voucher system.

TABLE 107

THE INFLUENCE OF THE SOCIODEMOGRAPHIC CHARACTERISTICS OF VOUCHER PARTICIPANTS ON CHANGES IN THEIR SELF-ESTEEM FROM COMMITMENT TO THE END OF TRAINING[a]
(In Percentages)

	Estimated Net Proportion Changing To:		
	Lower Self-Esteem	Higher Self-Esteem	Same Self-Esteem
All	33	45	22
Male	<u>12</u>[b]	49	<u>39</u>[c]
Mandatory female	<u>50</u>[b]	32	18
Volunteer female	35	48	17
Fewer than 12 years education	<u>38</u>	54	8
12 years education	32	44	24
More than 12 years education	31	38	31
18-29 years old	34	41	25
30 years or older	32	51	17

[a]Appendix F, Table F-7 presents the full regression results for voucher recipients.

[b]"Especially" large (underscored) effects of vouchering are those lying outside the +23 and +43 range.

[c]"Especially" large (underscored) effects of vouchering are those lying outside the +12 and +32 range.

Summary

The level of self-esteem of the vouchered WIN clients was quite high. With 5.0 the maximum possible self-esteem score, the mean on any item was never lower than 4.1 and rose as high as 4.6. A majority of the voucher clients had a change in their self-esteem between the time they committed their voucher and the end of their institutional training. Though there were many changes, they were small in magnitude. Certain subgroups of the respondents were more likely to have had higher self-esteem at the end of their training experiences than other groups. Males, volunteer females, those with fewer than 12 years of education, older respondents, those with white collar training occupations, (professional, administrative, managerial and clerical), those who completed their training and those who made occupational decisions autonomously were more likely to have higher self-esteem scores after their training than they had had at the time of commitment. Mandatory females, those in blue collar and service training occupations, and those who did not make their own occupational decisions were more likely to have had a lower self-esteem at the end of their training experiences. Although one must be weary of Hawthorne effects in studies of this kind, the data do suggest that whether change was positive or negative, the vouchering experience did have an effect on the self-perceptions of the WIN participants.

It is relevant to ask whether program factors outweigh demographic factors in the determination of changes in self-esteem, since the administrative implications of one or the other differ. Demographic characteristics can be manipulated via selection criteria--who participates in the system, program characteristics can be manipulated as well, such as the granting of more or less decision-making autonomy. In most cases program factors in changes in self-esteem (training occupation, autonomy, and completion status) equaled or outweighed demographic factors.

VII. CLIENT REACTION TO THE VOUCHER SYSTEM

It was thought that it would be useful and interesting to hear the voucher clients' opinions of the program and how it might best be changed (if at all). Respondents were asked about the program provisions on the length and cost of training; about whether vouchered training should be limited to certain occupations or available for any training at all; and more generally for their recommendations on ways to improve the program.

One Year Training Limit

More than half the voucher recipients (57%) thought that one year was too short for institutional training. The remaining 43 percent considered it to be about right (no one said that one year was too long) (Table 108).

TABLE 108

ATTITUDE OF VOUCHER CLIENTS TOWARD THE ONE YEAR TIME LIMIT ON TRAINING

	Percent
About right	43
Too short	57
Too long	-
Total %	100
(N)	(115)

Among those who said that one year was too short for training, some said that it was inadequate for their specific needs and goals, but most spoke of impersonal factors such as program availability and the length of training required by specific occupations (Table 109).

Looking at the data in a slightly different way, we found that voucher participants were concerned that one year of training would not qualify them to enter specific fields or take particular jobs that

TABLE 109

VOUCHER RECIPIENTS' REASONS FOR CONSIDERING ONE YEAR TO BE TOO SHORT FOR TRAINING

	Percent
One year of training rules out some programs and fields[a]	86
Some individuals need more than one year to master the materials in a one year program	14
Total %	100
(N)	(66)

[a]This category includes responses such as: one year of training is too short to enter some fields; one year of training does not prepare/qualify one for a good job or one that pays well; one year of training does not allow one to enter some programs; and, there are very few one year programs.

they had in mind. Others mentioned that there were not enough one year programs. Still others were concerned that one year's training would not qualify them to compete for the "better" jobs in the job market. This suggests that voucher recipients were thinking about the future and of ways to change their AFDC status.

It was interesting that clients who thought one year was too short tended to settle spontaneously on two years as an acceptable substitute rather than on any other block of time. It was felt either that employers who pay well require applicants to have had two years of training, or alternatively, that in order to know enough to qualify for a good job a person must train for two years. Respondents did not clarify their ideas of what consituted a "good" job. Presumably, they were hoping to escape from the humdrum, repetitive, low-paying routine of jobs that required little or no skill. As one respondent put it, referring to the one year training limit, "they gave us a choice to take anything, and there were lots of things that took more than one year."

Only 14 percent of the voucher participants felt that the needs and abilities of individuals might require that they be trained for more than one year. Due to lack of ability, to outside demands on

their time such as child care or sickness, they might need two years to learn what others could learn in one.

We were particularly interested in whether women, those with more education, those with larger families, those who attended public schools, those who dropped training, and those who were preparing for professional occupations might for a variety of reasons feel that one year of training was not sufficient.

Male and Female Participants.

The sex of the clients did not make any difference in their attitude toward the one-year time limit on training. Fifty-eight percent of the men and 57 percent of the women believed one year to be too short a time (Table 110). A somewhat larger proportion of women than men (8 percentage points) felt it might be difficult for certain individuals to master the material in a one year program in that one year.

Voucher Participants With Different Educational Levels

It was expected that clients with higher levels of education would be more likely than the less educated to find the one year limit too short; that they might be unable to find a suitable program that only took one year. Our data indicate that in fact respondents with more than a high school education were especially likely to be displeased with the one year limit on training, 78 percent objecting compared with 54 percent of those with less education (Table 110). There were slight differences in the proportion expressing concern that some individuals might need more than one year to master the material in a one year program, with the least educated less likely to express such a concern. It was of interest that whereas 20 to 30 percent of the better-educated participants believed that one year's training did not prepare one for a "good" job, only one of the participants who did not complete high school felt this to be the case. One reason for this might be that their ambitions were set lower, another that they chose occupations with shorter training periods.[1]

[1] Ann Richardson, Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings (Washington, D.C.: Bureau of Social Science Research, Inc., February, 1977).

TABLE 110

PROPORTION OF VOUCHER CLIENTS WHO SAID THAT ONE YEAR TRAINING WAS TOO SHORT, AND THE REASON FOR SAYING SO, BY SEX, EDUCATION AND NUMBER OF DEPENDENTS
(In Percentages)

	Sex		Education			Number of Dependents		
	Male	Female	Less Than 12 Years	12 Years	More Than 12 Years	0-1	2-3	4 or More
Percent who thought one year too short. . . .	58	57	54	52	78	51	63	61
(N)	(24)	(91)	(24)	(73)	(18)	(41)	(56)	(18)
Reason								
One year rules out some programs and fields	93	85	92	84	86	76	91	91
Some individuals need more than one year to master the material in a one year program.	7	15	8	16	14	24	9	9
Total	100	100	100	100	100	100	100	100
(N)	(14)	(52)	(13)	(38)	(14)	(21)	(35)	(11)

Voucher Participants and Their Families

It was thought that the more dependents a client had, the greater would be the demands on his or her time and money, and therefore the more likely he/she would be to object to the voucher program restrictions. When we looked at the voucher recipients' answers by the number of their dependents, we found that indeed, proportionately fewer respondents with small families felt one year was insufficient time (Table 110). However, when we looked at why respondents felt more time was needed, considerably larger proportions of those with few dependents felt individuals might need more than one year to master the material in a one year program. This suggests that it was something other than simply family demands which accounts for this reasoning. It must be recalled that the number of dependents refers to adults and children, and it is likely that the number of adults per family has a greater effect on family obligations than simply the number of dependents.

Public and Private School Participants

Since public school training courses are typically longer than courses for the same occupation in private schools,[2] it seemed probable that public school students would be more likely to oppose the training limit than the others. We found that in fact public school students were far more likely to be unhappy about the one year limit (71%) than those who went to private schools (46%) (Table 111).

In the reasons given by public and private school students as to why one year was too short, the significant difference was in the idea that clients would not be qualified to get "good" jobs in this time. A mere 7 percent of the clients in private schools, but a third of those in public schools, thought this would be the case (p is significant beyond the .05 level). In fact, one is not certified for an occupation after one year in public school, but may be able to finish the whole course of training in a private school in that time.

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[2] B. Dunning and J. Unger, Schools' Responses to Vouchered Vocational Training: Experiences With the Portland WIN Voucher Training Program (Washington, D.C.: Bureau of Social Science Research, Inc., July, 1975).

TABLE III

PROPORTION OF VOUCHER CLIENTS WHO SAID THAT ONE YEAR TRAINING WAS TOO SHORT, AND THE REASON FOR SAYING SO, BY TYPE OF SCHOOL, TRAINING OCCUPATION AND COMPLETION STATUS
(In Percentages)

	School		Training Occupation				Completion Status[a]	
	Private	Public	Professional, Technical, Administrative	Clerical	Blue Collar	Service	Completed	Dropped Out
Percent who thought one year too short.	46	71	79	51	43	89	63	53
(N)	(63)	(52)	(14)	(57)	(23)	(18)	(71)	(38)
Reason								
One year rules out some programs and fields	83	89	82	76	100	100	89	80
Some individuals need more than one year to master the material in a one year program.	17	11	18	24	-	-	11	20
Total %	100	100	100	100	100	100	100	100
(N)	(29)	(37)	(11)	(29)	(10)	(16)	(45)	(20)

[a]Three voucher participants were still in WIN vouchered training at the time of the interview.

Recipients enrolled in public school were the more likely to claim that they were prohibited from entering the field of their choice. On the whole, neither group felt that, with the one year of training, they would be able to compete for the better jobs or the ones they particularly wanted. Those at public schools thought in terms of personal, specified career goals. Private school students also felt that they could not get adequate training in one year, but were less likely to specify a career, they tended to think instead in more general terms (in terms of any job "worth" having, as one respondent put it).

Voucher Participants and Their Training Occupations

Since different occupations take varying amounts of training, in terms of time and cost, we expected to find that those whose fields required the longer training or higher costs would be more concerned with the restrictions. We found that trainees in blue collar and clerical jobs were better served by one year of training than were the others, with only 43 percent and 51 percent respectively, voicing dissatisfaction with the voucher program one year limit. In contrast, 79 percent of those in professional, technical, administrative and 89 percent of those in service occupations voiced dissatisfaction (Table III).

Training occupation did seem to have an effect on the reasons given for dissatisfaction with the one year's training limit. None of those who prepared for blue collar or service occupations felt that individuals might need more than one year to master the material in a one year program. Twenty-four percent of those in clerical and 18 percent of those in professional occupations felt such a concern.

Those training as service workers were unlikely to worry about finding one of the "better jobs" once training was over, with only one person expressing this concern (Table III).

Participants Who Completed Their Training

It was hypothesized that whether or not students completed their training would be reflected in their attitudes towards the voucher training rules; we presumed that those who completed training would tend to be more satisfied with the one year limit than would

dropouts. There were in fact no significant differences in the opinions offered by voucher recipients who completed their training or who dropped out (Table 111). The only area mentioned more often by those who completed their training than those who dropped out was the idea that, in general, one year's training does not prepare you for a "good" job.

A slightly larger proportion of dropouts felt that more time was needed for some individuals to master the material in a one year program.

Training Cost Restrictions

When asked their opinion of the $2,500 that was available for training a full 75 percent of the respondents found it to be "about right." The remainder were evenly split on whether $2,500 was too much or too little (Table 112).

TABLE 112

ATTITUDE OF VOUCHER CLIENTS TOWARD THE $2,500 FOR TUITION, BOOKS AND SUPPLIES

$2,500 for tuition and other costs:	Percent
About right	75
Too little	13
Too much	12
Total %	100
(N)	(115)

Among those who felt that $2,500 was too little for training, 47 percent mentioned that many of the programs offered by schools cost more than that, and that training options were thereby limited.[3]

[3] Some respondents answered that $2,500 was insufficient for two years training and were apparently harking back to the earlier question about whether one year was sufficient time for training. However, since they see the problem in a monetary light, they were included here.

Two-thirds of the clients who thought that $2,500 was insufficient pointed out that many incidental problems might arise during the course of the year for which one would need extra money. For instance, unexpected circumstances such as ill health, accidents or car repair, and standard problems like child care and lunches might increase training costs. They considered $2,500 to be inadequate so long as there is no additional financing to pick up the costs of incidentals such as these. Of course these expenses were covered for the voucher clients; maybe they were saying that the program should continue to do so, or perhaps some of them did not know that WIN routinely made allowances for these kinds of expenses.

Twelve percent of the respondents thought that $2,500 was overgenerous. Sixty-four percent of these people argued that there were plenty of programs to choose from which cost less. Two other persons mentioned that schools might take advantage of the client or WIN and charge the full amount available, regardless of the content or usual cost of the course. (One person thought that clients would take advantage of WIN in this way) (Table 113).

TABLE 113

REASONS GIVEN BY VOUCHER RECIPIENTS FOR SAYING THAT THE $2,500 AVAILABLE FOR TRAINING FUNDS WAS TOO LITTLE OR TOO MUCH

	Percent Mentioning[a]
$2,500 too little	(N=15)
May restrict training alternatives	47
May need more money for books and incidentals such as child care, lunch, gas, etc.	60
$2,500 is more than necessary	(N=14)
There are enough programs which cost less than that amount	64
Training schools will take advantage of the clients and will charge more for training	14
Clients will take advantage of WIN	7
Depends on the program	14

[a]Multiple responses were permitted.

Male and Female Participants

In general men were more likely to be dissatisfied with the $2,800 than women. A third of the men but only a fourth of the women said they were not satisfied with it. Males were more likely (20%) than women (11%) to think that $2,500 was insufficient.[4] Of the men who did not think $2,500 was adequate, 80 percent said it was too little because "it restricts training options" and two others because extra money might be needed for books or personal items. In contrast, 78 percent of the women who thought the sum too small were worried about the extra personal costs, especially those of child care.

Of those who thought $2,500 was more than necessary, three quarters of the women said there were plenty of programs which cost less. Each of the three men who thought $2,500 was too much had a different reason for saying so (Table 114).

Voucher Participants With Different Educational Levels

Those respondents who had already had a post high school education were the most likely to say that $2,500 was either too little or too much for training. Forty-four percent were not pleased. On the other hand, a larger than average number, 81 percent, of the high school graduates were satisfied.

Those who were dissatisfied with the monetary limit were fairly evenly divided at each educational level between whether the amount was too little or too much. There was but one significant difference among the educational levels in the opinions expressed. This was that those who believed that schools or clients would take advantage of WIN by contracting for the largest amount allowed were exclusively respondents with 12 years of formal schooling (Table 114).

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[4] Ann Richardson, Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings, (Washington, D.C.: Bureau of Social Science Research, Inc., February 1977, page 73, which reports that training for "men's" occupations often costs more than that for "women's" jobs.

TABLE 114

PROPORTION OF VOUCHER RECIPIENTS WHO THOUGHT THAT $2,500 WAS TOO LITTLE OR TOO MUCH, AND THEIR REASONS FOR SAYING SO, BY SEX AND EDUCATION
(In Percentages)

	Sex		Education		
	Male	Female	Less Than 12 Years	12 Years	More Than 12 Years
Percent Who Thought $2,500:					
About right	67	76	67	81	56
Too little	21	11	17	10	22
Too much	13	13	17	9	22
Total %	101	100	101	100	100
(N)	(24)	(88)	(24)	(69)	(18)
Reasons Given	Percent Mentioning[a]				
$2,500 is Too Little (N)	(5)	(9)	(4)	(6)	(4)
May restrict training alternatives	80	33	50	50	50
May need more money for books, incidentals and personal items	40	78	50	50	100
$2,500 is Too Much (N)	(3)	(11)	(3)	(7)	(4)
There are enough programs to choose from which cost less.	33	73	67	57	75
Training schools will take advantage of clients	33	9	-	29	-
Clients will take advantage of WIN	-	9	-	14	-
Depends on the program	33	9	33	-	25

[a]Multiple responses were permitted.

Public and Private School Participants

Whether the voucher clients attended public or private school made very little difference in their attitudes toward the $2,500 available for training. Most in each group felt that $2,500 was adequate. Eleven percent of those in private school and 16 percent in public school thought it too much, and 12 and 13 percent, respectively, considered it to be inadequate. They also gave much the same reasons for holding these opinions; and in similar proportions (Table 115).

Voucher Participants and Their Training Occupations

As with the length of training, clerical trainees seemed also to be most comfortable with the cost provision; 81 percent said the sum was "about right," closely followed by 78 percent of the service workers. Perhaps these are the kinds of training programs that the voucher rules used in Portland were most realistically geared for, whether or not it was intended. Certainly those desiring professional or managerial training did tend to find the allowance unrealistic. Forty-three percent, and they were evenly divided as to whether it was too small or too great a sum, recommended against it. Those professional trainees who felt $2,500 was too much said there were enough less expensive programs to give them viable choices. Two of the three professional trainees who said the money was not enough reported that many programs cost more than $2,500. Not unexpectedly, 67 percent of those training in clerical fields who said the monetary limit was "too much" felt trainees should be able to find less expensive courses.

Students in blue collar occupations were a little more inclined than the usual to feel that $2,500 was too little. They were equally likely to mention a possible need for additional money for expenses and the possibility that training options might be constrained by the amount suggested for training. Of those who felt $2,500 was "too much," they were somewhat more likely than other groups to say that the adequacy of the sum depended on the particular program the client wanted to take. Thirteen percent of these blue collar trainees and 10 percent of the clerical workers who thought $2,500 was "too much" felt this way, though none of those preparing for other training occupations did (Table 115).

TABLE 115

PROPORTION OF VOUCHER RECIPIENTS WHO THOUGHT THAT $2,500 WAS TOO LITTLE OR TOO MUCH, AND THEIR REASONS FOR SAYING SO, BY TYPE OF SCHOOL, TRAINING OCCUPATION AND COMPLETION STATUS OF TRAINING COURSE
(In Percentages)

	School		Training Occupation				Completion Status	
	Private	Public	Professional, Technical, Administrative	Clerical	Blue Collar	Service	Completed	Dropped Out
Percent Who Thought $2,500:								
About right	76	71	57	81	65	78	82	58
Too little	76	71	57	81	65	78	82	58
Too much	11	16	21	7	22	17	10	21
	13	12	21	12	13	6	9	21
Total %	100	99	99	100	100	101	101	100
(N)	(63)	(49)	(14)	(57)	(23)	(18)	(71)	(38)
Reasons Given			Percent Mentioning[a]					
$2,500 is Too Little (N)=	(7)	(8)	(3)	(4)	(4)	(3)	(7)	(8)
May restrict training alternatives	57	38	67	50	50	33	43	50
May need more money for books, incidentals, and personal items	57	63	100	59	50	67	71	50
$2,500 is Too Much (N)=	(8)	(5)	(3)	(6)	(3)	(1)	(6)	(8)
There are enough programs which cost less to choose	63	50	100	67	67	-	83	50
Training schools will take advantage of clients	13	13	-	17	33	-	-	25
Clients will take advantage of WIN	13	-	-	-	-	100	17	-
Depends on the program	13	13	-	17	33	-	-	25

[a] Multiple responses were permitted.

Voucher Participants Who Completed Their Training

It was expected that those respondents who dropped their training would be more inclined to object to the $2,500 as money problems might have been one cause of their withdrawal. We found that clients who completed training considered $2,500 to be "about right" more frequently (82%) than those who dropped out (58%). The dissatisfied were evenly distributed in thinking the money to be either too little or too much. There was not a great deal of difference in the reasons given by dropouts against those who completed. Only those who failed to complete training believed that schools would take advantage of WIN by charging the full $2,500 regardless of the usual cost of the training in question.

Seventy-one percent of those who completed and thought $2,500 was insufficient, compared to 50 percent of the dropouts who thought it too small a sum, cited a possible need for more money for books and incidentals. The same proportions of each said there were "enough" programs available which cost less than that amount (Table 115).

Limiting Use of The Voucher to Certain Occupations

When asked if they thought that WIN training funds should be applicable to any occupation or whether some occupations should be excluded, the majority of respondents said that training should be allowed in any occupation; 22 percent thought there should be some exclusions (Table 116).

TABLE 116

PROPORTIONS OF WIN VOUCHER RECIPIENTS WHO THOUGHT VOUCHERS SHOULD BE AVAILABLE FOR ANY OCCUPATIONS OR SHOULD BE LIMITED

	Percent
WIN Funds Should Be:	
Available for any occupations	78
Limited to certain occupations	22
Total %	100
(N)	(115)

Among the respondents who recommended limits, the opinion most frequently expressed was that it be restricted to occupations for which jobs are available in the market. A number of individuals had difficulty getting jobs in their training occupation.[5] Seventeen percent believed that vouchered training opportunities should be limited to jobs that require training in order to work in the occupation in question. Nearly a third voiced an objection to avocational training, such as athletics or recreation (Table 117).

TABLE 117

VOUCHER RECIPIENTS WHO THOUGHT THAT TRAINING FUNDS SHOULD NOT BE AVAILABLE FOR JUST ANY OCCUPATION, BY THE TYPE OF RESTRICTIONS THEY RECOMMENDED

	Percent Mentioning[a]
Should Be Limited To:	
Skilled jobs	17
Occupations for which jobs are available in the job market	42
Training which can be completed in one year or with $2,500 tuition for a year	4
Occupations for which one demonstrates aptitude	13
Should Prohibit:	
Occupations you can get on-the-job training for	4
Avocational training such as athletics for recreational pursuits	29
(N)	(24)

[a]Multiple responses were permitted.

[5]For complete data on labor force behavior the first three months following training, see Chapter IV, section B. Data on longer-term labor force behavior is still under analysis.

Male and Female Participants

Men were much more likely than women to favor a restriction on the occupations permitted in a voucher training system. Forty-one percent of the men, but only 14 percent of the women, were so inclined.[6] Sixty percent of these men said that training funds should be restricted to "occupations which are available in the job market." It was a major concern of the men that one be able to find work after training. While nearly a fourth of the women also felt this way, they were equally likely to mention that training should be limited to skilled occupations. This opinion was held by only 10 percent of the males. The other major restriction, proposed by about 30 percent of each sex, was that avocational training be excluded (Table 118).

TABLE 118

VOUCHER CLIENTS WHO THOUGHT THAT WIN TRAINING FUNDS SHOULD BE LIMITED TO CERTAIN OCCUPATIONS, AND WHAT SORT OF RESTRICTIONS THEY WISHED TO IMPOSE, BY SEX
(In Percentages)

	Male	Female
Limited to certain occupations	41	14
(N)	(24)	(88)
Should Be Limited To:	Percent Mentioning[a]	
Skilled jobs	10	23
Occupations which are available in the job market	60	23
Training which can be completed in one year or with $2,500 tuition for a year	-	8
Occupations for which one demonstrates aptitude	10	15
Should Prohibit:		
Occupations you can get on-the-job training for	-	8
Avocational training such as athletics recreational pursuits	30	31
(N)	(10)	(13)

[a]Multiple responses were permitted

[6]This is significant beyond the .05 level in a chi square test.

Public and Private School Participants

Twenty-two percent of the private school students and 18 percent of the public school students felt that vouchers should be available for training "in just certain occupations" (Table 119). The chief concern of 50 percent of the private school trainees was that vouchers be reserved for training in those occupations in which there are jobs available in the job market. Two of the nine public school students made the same recommendation. Those enrolled in public schools were more inclined to be concerned that avocational training be excluded with 56 percent holding to this belief. Fourteen percent of those in private schools mentioned this. This differential is probably partly a reflection of the fact that it is in public schools more often than private schools that avocational training is offered (Table 119).

TABLE 119

VOUCHER CLIENTS WHO WANTED TO LIMIT WIN TRAINING FUNDS TO CERTAIN OCCUPATIONS, AND WHAT THOSE LIMITS WERE TO BE, BY THE TYPE OF SCHOOL WHERE THEY GOT THEIR TRAINING[a]
(In Percentages)

	Private	Public
Limit to certain occupations	22	18
(N)	(63)	(49)
Should Be Limited To:	Percent Mentioning[a]	
Skilled jobs	29	-
Occupations which are available in the job market	50	22
Training which can be completed in one year or with $2,500 tuition for a year	7	-
Occupations for which one demonstrates aptitude	7	22
Should Prohibit:		
Occupations you can get on-the-job training for	7	-
Avocational training such as athletics or recreational pursuits	14	56
(N)	(14)	(9)

[a]Multiple responses were permitted.

Voucher Participants With Different Educational Levels

Level of education made no material difference in whether or not recipients thought that some kinds of occupations should be prohibited in a voucher training system (Table 120). About a fifth at each educational level thought there should be limitations.

Voucher Participants and Their Training Occupations

There was a significant difference by training occupation in the proportions suggesting that some occupations be excluded from a voucher system (Table 120).[8] In particular, those in clerical training were less likely than expected (on the basis of marginal distributions) to suggest occupational restrictions on vouchered training.

Voucher Participants Who Completed Their Training

Completion was not a factor that influenced clients' opinions on this matter. Twenty-two percent of those who completed training, and 16 percent of the dropouts thought WIN should impose restrictions on the kinds of occupations for which voucher recipients could get training (Table 120).

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[7] There were only a small number of people who wanted to exclude particular occupations. Consequently, when they described the occupations they wished to exclude, and were broken up into subgroups with three or more categories, the numbers became too small for us to have much confidence in the reliability of detailed comparisons. Therefore, we will on the whole deal only with whether they felt certain occupations should be excluded, but not which ones.

[8] The chi square for this distribution is 10.8; p is significant beyond .05.

TABLE 120

VOUCHER RECIPIENTS BY WHETHER THEY THOUGHT THAT WIN TRAINING FUNDS SHOULD BE LIMITED TO CERTAIN OCCUPATIONS OR AVAILABLE FOR ANY OCCUPATIONS, BY EDUCATION, TRAINING OCCUPATION AND COMPLETION STATUS OF TRAINING COURSE
(In Percentages)

	Education			Training Occupation				Completion Status	
	Less Than 12 Years	12 Years	More Than 12 Years	Professional, Technical, Administrative	Clerical	Blue Collar	Service	Completed	Dropped Out
Funds Should Be:									
Available for any occupation	79	81	78	57	89	65	83	78	84
Limited to just certain occupations	21	19	22	43	11	35	17	22	16
Total %	100	100	100	100	100	100	100	100	100
(N)	(24)	(69)	(18)	(14)	(57)	(23)	(18)	(71)	(38)

Clients' Additional Suggestions For Improving The Voucher System

Voucher clients were given a last opportunity to share their suggestions for improving the voucher system. Their suggestions fell into five major areas: accountability, flexibility; freedom, more information and more services (Table 121).

The most frequently mentioned suggestion was the need for more services. Twenty percent of those with ideas for improving the voucher system said that more money was needed for car maintenance, child care, health care and incidentals related to training. Seventeen percent of the voucher clients felt that personal attention and guidance was the greatest lack in the voucher system.

The need for more information was mentioned quite often by the voucher clients. Thirteen percent of the people offering suggestions felt information on the reputation of the training schools should be provided to the client. Some felt the need to have information available on job availability before they committed their voucher. Some felt more information on the voucher system itself as well as information on monies available from WIN for training needs should be provided.

One of the stronger ideas to emerge was that both recipients' and schools ought to be held accountable to WIN for the actions they took, and where or how the money was spent. WIN should "keep closer track of students and be in closer touch with the schools"; see that students' needs are being met, know how the money is being spent, require schools to have "better records of student costs, know the ground for termination, and see that clients are making a serious effort to fulfill their role as students." There was some resentment against people who kept dropping out and then starting again or who were otherwise not serious about training. The respondents felt that such people were taking a place and using the funds that others needed desperately, and should therefore be excluded. Participants felt that there should be more communication among the three parties--WIN, voucher clients and training institutions--and that WIN should be more involved with and exercise greater control and selectivity over clients and schools.

TABLE 121

VOUCHER RECIPIENTS SUGGESTIONS FOR IMPROVING THE VOUCHER SYSTEM

Suggestions	Percent Mentioning[a] (N=76)
Accountability	
Clients and schools should be held accountable to WIN for their actions	11
Information	
Should be given information on the reputation of training schools	13
Should be given information about monies available from WIN for training needs	3
Should be given information on job availability before committing voucher	5
Should be given more information about the voucher system	7
Obligations of school, WIN and welfare should be outlined to lessen confusion on resources	4
Services	
Money should be provided for child care, health care and incidentals related to training	20
More personal attention and guidance are needed	17
Flexibility	
Training limits should be longer	7
Should allow clients to participate on a part-time basis	3
Training should not be restricted by specific deadlines	3
Change eligibility requirements	8
Freedom	
WIN should allow clients more freedom in the program	8
Miscellaneous	
Clients should be given vocational aptitude tests when they enter WIN	7
Complaints about the red tape and slowness at WIN	8
Criticisms of WIN counselors	3
Other	4

[a]Multiple responses were permitted.

Another kind of suggestion made, though less often, was the need for more flexibility in the voucher system. Respondents felt training limits should be longer, clients should be allowed to participate on a part-time basis, training should not be restricted by specific deadlines, clients should be given more time to commit the voucher and to find an appropriate school, and the system ought to be available to a wider range of people. While eight percent of the voucher clients offering suggestions felt that the system ought to be open to a wider range of people, some felt at the same time that not everyone should be given a voucher. They expressed concern that there were people who really needed or wanted something like this, but whom the rules disqualified from participating, whereas it was available to others who could do without it.

Along with a more flexible voucher system, individuals wanted more freedom. They wanted to be left more on their own to make decisions about extra courses, which bookstore to use or whether to change schools if necessary.

As can be seen in Table 121 clients' suggestions were varied, and covered a wide range of areas for improvement and change.

Summary

In all, almost 60 percent of the voucher recipients did not think that one year was a sufficient amount of time in which to train. Clients with more than a high school education, those who went to public schools, and those who trained for professional or service jobs, were the ones least satisfied with the one year maximum for training. The least likely to complain were those with one dependent, clients who chose private schools and those who took training for blue collar jobs.

A majority of respondents felt that $2,500 would be adequate for training expenses. Those who were least likely to object to the proposed allowance were high school graduates, those who trained in clerical or service occupations, and those who completed their training. About 80 percent of each of these groups thought $2,500 to be "about right" for training. In contrast to this, voucher clients with more than a high school education, those who trained in professional,

technical or administrative occupations, and clients who did not complete their training each had more than 40 percent of their groups dissatisfied with the amount of money available. Interestingly, in each group they were pretty equally divided as to whether $2,500 was too much or not enough. Men were slightly more likely to object than were women.

Men were more apt than women to favor restrictions on the type of institutional training available. Trainees for clerical and service work were least likely to see a need for such limitations.

The one restriction mentioned most often was that training be limited to occupations in which jobs were available in the job market. Clients' suggested that training should be limited to skilled jobs, occupations for which one demonstrates an aptitude and occupations other than those that would be considered avocational.

As can be seen, the clients' suggestions were varied and covered a wide range of areas for improvement and change. Of those who offered suggestions, some wanted to change the eligibility requirements, others found the program rules to be too restrictive.

Still others had suggestions for different ways in which they wanted the regulations to be relaxed. Respondents looking at a slightly different aspect of the program--the commitment of the voucher and the execution of the training--saw a need for greater control by WIN. They recommended that WIN be more concerned with what happened after the client received a voucher. They felt WIN should require that those who benefited from the training money--both clients and schools--should be held responsible to WIN for its proper expenditures.

Some people suggested that WIN give more help to clients in dealing with the voucher or making career decisions. Often the main need at orientation and later was for information.

VIII. CONCLUSIONS

We have covered a very large amount of data in the preceding chapters. It remains for us now to assemble in coherent form our conclusions based on a variety of findings that relate to each other in rather complex patterns.

In order to impose some order on the complexity of relationships among the phenomena we observed in Portland, we will divide our conclusions along three principal dimensions. The first focuses on the suitability of vouchering as a means of achieving the objectives of the WIN program. The second dimension focuses on the recurring issue of occupational self-determination and its effect on achieving the objectives of WIN, and the third dimension focuses on the policy implications of our findings.

Suitability of Vouchering as a Means of Achieving the Objectives of the WIN Program

Vouchered institutional training was designed as an alternative method for acquiring occupational skills within the already existing WIN structure. It was designed to afford greater self-determination to those participants who wanted it. It was hypothesized that by offering this option, the program would be strengthened by improving the delivery system, thus resulting in more favorable outcomes. From our data, it is clear that vouchering is a reasonable alternative to the conventional system. Vouchered trainees were as satisfied as regular WIN trainees with their training, as likely to complete their training, as likely to be in the labor force within the first three months following training, as likely to be working in the occupation for which they were trained, and as satisfied with their first job as the participants in the traditional WIN system. They earned at higher rates than regular respondents did.

While this was the overall effect of vouchering, it is of vital importance to look at the effect vouchering had on subgroups of participants. Unlike our overall findings, when we look at the effect of

vouchering on subgroups we find it becomes more difficult to measure "success." The same subgroup may be dissatisfied with their training, but more likely to complete it, yet unlikely to be in the labor force. It is therefore necessary to decide what criteria were of interest and at what particular time. Were completion rates, or proportion in the labor force of greater interest? Was training satisfaction, job satisfaction, or salary of prime importance? Table 122 summarizes the effects of vouchering for subgroups of respondents. The narrative will now focus on only the really salient findings; those areas where vouchering had a relatively large affect on participants' training experiences and early labor force behavior.

While the male participants were more affected by vouchering than any other subgroup (except for those with blue collar training who were predominately male); it is difficult to judge the relative success of men in one or the other system. That estimate depends very much on whether interest focuses on completion rates, labor force behavior or job satisfaction. Men in the voucher system were less satisfied with their institutional training and less likely to complete it. However, they were more likely to be in the labor force, were more satisfied with their job, and were earning at higher rates than their regular counterparts. Vouchering had only a moderate effect on the training experiences of women, both those required to participate in WIN and those participating voluntarily. While the former were more satisfied with their institutional training than their regular counterparts, they tended to be out of the labor force more often. Volunteer women on the other hand, were more likely than their regular counterparts to have completed their training.

The least educated respondents, those with less than 12 years of education, were slightly more likely to be successful in the vouchered system than in the nonvouchered system. While they were less satisfied with their institutional training, they were more likely to be earning high wages, and more likely than their regular counterparts to be satisfied with the first job they had after their training. Respondents with 12 years of education were relatively unaffected by vouchering. Voucher participants with more than 12 years of education were less successful in the voucher system than in the regular system. They were

TABLE 122

THE EFFECTS OF VOUCHERING ON SUBGROUPS OF THE RESPONDENTS[a]

	Changes Due To Vouchering					
	Training Satisfaction	Completion	In Labor Force	Working in Training Occupation	Job Satisfaction	High Earnings
All	+	+	-	-	+	+
Male	-b	-b	+b	-	+b	+b
Mandatory female	+b	-	-b	-	+	+
Volunteer female	-	+b	-	-	-b	+
Less than 12 years education	-b	+	+	-	+b	+b
12 years education	+	+	-	-	+	+
More than 12 years education	+	-b	-	-b	-b	+
18-29 years old	+	+	-	-b	+	+
30 years or older	-	-	+	+b	+	+
0-1 dependents	c	-b	+b	c	c	c
2-3 dependents	c	+b	-	c	c	c
4 or more dependents	c	+b	-b	c	c	c
Professional, technical administrative training	-	+b	-b	-b	+b	-
Clerical training	+	-	+b	-	-b	+
Blue collar training	+b	+b	-b	+b	-b	+b
Service training	-b	-b	+b	-	+b	+b

[a] Based on regression estimates.

[b] Especially large effects of vouchering: [+ or -] 10 or more percentage points away from grand mean.

[c] Data were not analyzed for these variables.

less likely to complete their training, less likely to be working in their training occupations, and less satisfied with their work.

Looking at the participants by age, we found that vouchering changed the probability of working in one's training occupation for both younger and older respondents. Younger voucher participants were less likely and older voucher respondents were more likely than their regular WIN counterparts to have worked in their training occupation some part of the first three months following training.

Family size appears to have affected the way WIN participants responded to the two systems. While those with small families were less likely to have completed their training in the voucher system, they were more likely than their regular WIN counterparts to have been in the labor force the first three months following training. Voucher clients with two or three dependents were more likely to complete their training than their regular WIN counterparts, though less likely to be satisfied with their jobs. Respondents with large families had rather mixed success in the voucher system. While they were more likely than their regular counterparts to have completed their training, they were less likely to be in the labor force. However, those in the labor force were more likely to be satisfied with their job than were similar regular WIN trainees.

Vouchering had different effects on WIN participants depending on whether they chose professional, clerical, blue collar or service occupations. Those preparing for blue collar or service occupations were the most affected by the addition of this alternative method for acquiring occupational skills. Respondents preparing for blue collar occupations were more satisfied with their training, more likely to complete it, more likely to be working in their training occupations, and likely to be earning at a higher rate. They were, however, less likely to be in the labor force and less likely to be satisfied with their jobs than those in the conventional WIN system. Though those in the voucher system preparing for service occupations were less likely to complete their training and less satisfied with it than those in the regular system with service training occupations, they were more likely to be in the labor force during the first three months following training, and more likely to be satisfied with their jobs. For those

with professional and clerical training occupations, it is particularly necessary to designate the criteria of success. Voucher respondents with professional occupations were more likely to complete their training than their regular counterparts were, but less likely to be in the labor force or working in their training occupations. Those who were working however, were more satisfied with their jobs. Vouchering occupational training had less effect on those who prepared for clerical occupations than those in any other field. Those in the voucher system were more likely to be in the labor force the first three months after training, though less likely to be satisfied with their jobs than those in the conventional system with the same occupation.

In summary, those subgroups who were generally more successful in the voucher system than in the conventional system were the males, the least educated, those with two or three dependents, those over 30 years of age, and those who prepared for blue collar or service occupations. The subgroups who were more successful in the traditional system were those with more than 12 years of education and those between the ages of 18 and 29. Interestingly, most subgroups were overall as successful in the voucher system as the regular system yet if one decides to look specifically at completion rates or labor force behavior for example, one may find differences.

While the personal characteristics of those who were more successful in the voucher system than in the conventional system are important, it is the major issue--autonomy in choice of occupation and training institution--which most clearly distinguishes the two systems.

Autonomy

There are indications that allowing individuals to make occupational decisions autonomously has a positive effect on achieving WIN objectives. Those individuals who were in the conventional WIN system and were allowed to decide from themselves what occupation they should pursue and what institution they should attend were more satisfied with their training than those who had such decisions made for them. They

were much more likely to complete their training than those who did not have autonomy.

While autonomy had a consistently positive effect on those in the conventional WIN system, this did not occur as consistently in the voucher system. Voucher clients who chose their own training occupation were more satisfied with their training than were those who did not, but those who chose their own training institution were less likely to be satisfied with their training. Clients who chose their own training occupation were less likely to complete their training than those who received WIN assistance. While this might lead one to suspect that atuonomy does not achieve WIN objectives, the more mixed experience of the autonomous voucher respondents is probably due in part to certain difficulties of implementation of the voucher system within an already operating program. Several WIN counselors reacted to the experimental program by withholding support before or during the training period. Self-assessment counseling was meant to be available to voucher clients, but often was not actually offered or used. As we have seen, self-assessment counseling had effects on completion rates which in turn affected labor force behavior, earnings and job satisfaction. Since the autonomous regular WIN participants were generally the most "successful," there is good reason to believe that granting autonomy in at least the occupational choice contributes to the achievement of WIN objectives.

Program Implications

Although we do not yet have the longer-run final results of the longitudinal study, there are conclusions that can be drawn from this phase. Since we are considering only questions of client behavior and attitudes, this section translates the findings into a series of options available to WIN administrators. The "uniqueness" of the Portland WIN clients however, must be kept in mind. While the Portland experience suggests that many of the concerns which had been expressed about vouchering were not well-founded, we cannot automatically generalize the findings and conclusions from this study beyond that local program.

OPTION I

Vouchering as it existed in Portland (with the exception of longer training as suggested by participants themselves) can be offered as an option to anyone interested. More information and more staff support should be available, particularly for "vulnerable" groups.

OPTION II

Using whatever criterion of success is considered most appropriate (e.g., completion rates, labor force behavior) eligibility for the voucher system might be limited to those groups who have the highest potential for success. We know that certain subgroups of the respondents were more successful in the voucher system than other subgroups; for example, those who had an occupation in mind when they entered WIN were more likely than those who had no occupation in mind to complete their training and more likely to be working in their training occupation soon after training; those in blue collar and service occupations responded more positively to the voucher system than those in professional or clerical occupations.

OPTION III

Alter the basic vouchering system as it existed in Portland. Since a basic component of the voucher system from the clients' point of view is autonomy in decision-making, and there is evidence that occupational self-determination has a positive effect on training satisfaction, completion rates and labor force behavior, this component might be grafted onto the existing WIN system for those who want it. In this case autonomy would be an option within the regular system rather than a separate program.

A Final Comment

Data on the outcomes of the Portland trial in terms of longer-term employment experiences and AFDC status of voucher recipients are still under analysis. As far as the short run experiences examined in this report go, voucher participants did as well as those in the traditional WIN system even though they had a great deal less assistance from the WIN counselors.

APPENDIX A, PART I

VOUCHER RECIPIENT INTERVIEW SCHEDULE

STUDY OF VOUCHERS FOR TRAINING

Introduction

Hello. I'm interviewer name. from West Coast Community Surveys. I have been given your name as one of the people who got a voucher for skills training. You may remember we interviewed you before when you committed the voucher to the training institution. Now that you've left training, we'd like to talk to you about some of the school and work experiences you may have had.

You may stop the interview at any time and do not have to answer any particular question unless you want to.

The purpose of the study is to find ways to improve the operation of programs like this so that people are more successful. Your own answers will be put together with those of other participants in the program and used for statistical analysis like a public opinion poll. No one except the staff of the study team will see the information you give me. They use special procedures to keep the information confidential. For example, they remove this front sheet with your name on it as soon as they receive this form. Your name is never put on the questionnaire itself.

CALL BACK RECORD

Respondent:_____ Phone:_____

Address:_____

TIME INTERVIEW BEGAN: _____

Let me check to make sure my records are correct. You gave the voucher to _____ (SCHOOL) for training as a _____ (TRAINING OCCUPATION) and to _____ (SCHOOL) for training as a _____ (TRAINING OCCUPATION). Right?

CORRECT AS NECESSARY. ENTER ON CHECK LIST FOR FUTURE REFERENCE
IF SECOND SCHOOL IS MENTIONED SKIP TO 1B.

1. A. Did you give your voucher to another school?

No (SKIP TO Q. 2) 0
Yes 1*

*IF YES, ASK B-D:

B. What other school did you give the voucher to?

SCHOOL: _____

ENTER ON CHECK LIST. ASK ALL OF FOLLOWING QUESTIONS ABOUT SECOND SCHOOL.

C. What occupation did you get training for there?

OCCUPATION: _____

ENTER ON CHECK LIST. ASK ALL FOLLOWING QUESTIONS ABOUT SECOND OCCUPATION.

D. What led you to give the voucher to the other school? (Why did you change schools?)

2. ASK ALL:

A. Did you attend (SCHOOL)? (IMPORTANT: ASK ABOUT 2ND SCHOOL IF MORE THAN ONE)

No. 0*
Yes (SKIP TO Q. 3). 1

*B. IF NO: What happened to change your plans about going to school? (IF NEEDED. Why did that keep you from going? Any other reasons?)

NOW SKIP TO Q. 4B

3. ASK ALL WHO ATTENDED ONE OR MORE SCHOOLS:

A. Did you complete the training, or did you leave before you finished?

Completed (SKIP TO Q. 4)	0
Dropped out	1*

*B. IF DROPPED OUT: Why did you leave before you finished training? (IF NEEDED: Why did that make you leave? Any other reasons?)

4. A. Were there any schools that refused your voucher?

No (SKIP TO Q. 5)	0
Yes	1*

*IF YES:

B. Which school(s)?

C. Why did they refuse?

5. We're interested in the kinds of admissions procedures you went through at (SCHOOL) . I'm going to read you a list of statements about admissions procedures. For each one please tell me whether or not you had that experience.

	No	Yes	Don't Remember
A. I had a general interview with some member of the staff	0	1	2
B. They asked about my past work experience	0	1	2
C. They asked about my earlier schooling	0	1	2
D. They asked me for school transcripts	0	1	2
E. They asked for references from previous employers	0	1	2
F. I took a general intelligence test	0	1	2
G. I took an educational achievement test	0	1	2
H. I took an occupational aptitude test	0	1	2
I. Were there any other admission procedures I haven't mentioned?	0	1	2

J. IF YES TO 'I': What other procedures do you have in mind?

IF "NO" TO ALL PARTS OF QUESTION 5, ASK 6A. OTHERWISE, SKIP TO Q. 7.

6. A. Did you just sign up, without being asked any particular questions, or taking any tests or anything?

No 0
Yes 1

7. A. Did anyone at (SCHOOL) help you in deciding on your interests or occupational goals?

No (SKIP TO Q. 8) 0
Yes 1*

*B. IF YES: What did you discuss?

8. A. Did you need (more) counseling from the school on deciding your interest and goals?

No (SKIP TO Q. 9) . . . 0
Yes 1*

*B. IF YES: What did you need more counseling (help) on? (PROBE FOR SPECIFIC RESPONSES)

9. A. Did anyone at (SCHOOL) give you advice on the suitability of your interests and goals?

No (SKIP TO Q. 10) 0
Yes. 1*

*B. IF YES: What did you discuss?

10. A. Did you need (more) advice from the school on the suitability of your interest and goals?

No (SKIP TO Q. 11). . . 0
Yes 1*

*B. IF YES: What did you need more counseling (help) on? (PROBE FOR SPECIFIC RESPONSES)

---

11. A. Did anyone at (SCHOOL) give you advice on training needs and the courses you should take?

No (SKIP TO Q. 12) 0
Yes. 1*

*B. IF YES: What did you discuss?

12. A. Did you need (more) counseling from the school on training needs and course selection?

No (SKIP TO Q. 13) . . . 0
Yes 1*

*B. IF YES: What did you need more counseling (help) on? (PROBE FOR SPECIFIC RESPONSES)

---

13. A. Did anyone review your progress in training with you?

No (SKIP TO Q. 14) 0
Yes 1*

*B. IF YES: What did you discuss?

14. A. Did you need (more) counseling on your progress in training?

No (SKIP TO Q. 15) . . . 0
Yes 1*

*B. IF YES: What did you need more counseling on? (PROBE FOR SPECIFIC RESPONSES)

---

15. A. Did anyone give you personal counseling (say, on your appearance or personal problems you might have been having)?

No (SKIP TO Q. 16) 0
Yes 1*

*B. IF YES: What did you discuss?

16. A. Did you need (more) personal counseling from the school?

No (SKIP TO Q. 17) . . . 0
Yes 1*

*B. IF YES: What did you need more counseling on? (PROBE FOR SPECIFIC RESPONSES)

17. A. While you were in training, did you get any help from the WIN staff?

No (SKIP TO Q. 18) 0
Yes 1*

*B. IF YES: What kind of help did you get?

18. A. Do you feel that you needed (more) help from the WIN staff (than you got)?

No (SKIP TO Q. 19) 0
Yes. 1

*B. IF YES: What did you need more help on? (PROBE FOR SPECIFIC RESPONSES)

19. A. Did anyone at (SCHOOL) discuss any occupations other than (TRAINING OCCUPATION) with you?

No (SKIP TO Q. 20). . . 0
Yes 1*

*IF YES:

B. What occupations were mentioned?

OCCUPATIONS: _____ 1
_____ 2
_____ 3
_____ 4

C. What did the school say about occupations? (What did you discuss?)

20. A. Was (TRAINING OCCUPATION) the program you had in mind when you first offered the voucher to (SCHOOL) ?

No 0*
Yes (SKIP TO Q. 21) . . . 1

*IF NO:

B. What did you originally have in mind?

C. What led you to change your plans and register instead for (TRAINING OCCUPATION)? PROBE FOR INFLUENCES FROM SCHOOL STAFF, ESPECIALLY REGARDING THE "SUITABILITY" OF THE ORIGINAL CHOICE.

D. How do you feel about the change? Do you think it was a good idea to change?

20. E. Did you change your Training Occupation after you started attending school?

No..... 0
Yes (SKIP TO Q.21).... 1

* IF YES

F. What Training Occupation did you change to?

G. Why did you change your Training Occupation?

For remainder of interview, treat any change in the Training Occupation as the Training Occupation.

21. Now, a couple more general questions: How satisfied are you with the training you got? Would you say that you're very satisfied, somewhat satisfied, not very satisfied, or not satisfied at all?

Very satisfied	0
Somewhat satisfied	1
Not very satisfied	2
Not satisfied at all	3

22. Can you tell me more about that? (Why were you (dis) satisfied?)

23. What did you like most about your training?

24. And what did you like least about it?

25. Now I'd like to ask you some questions about your overall school experience. First, some questions about your instructors at (SCHOOL). Would you say that most of your instructors knew their subject very well, knew something about it but could have been prepared better, or knew very little about their subject?

Knew subject very well	0
Knew something about subject	1
Knew very little about subject	2

26. Would you say that most of your instructors were very good at teaching their courses, were pretty good, or that they were poor teachers?

Very good teachers 0
Pretty good teachers 1
Poor teachers. 2

---

27. Were most of the instructors really interested in how well you were trained, were only somewhat interested, or do you feel they were not interested?

Interested 0
Somewhat interested. 1
Not interested 2

---

28. A. Does (TRAINING OCCUPATION) involve the use of tools or equipment (such as typewriters, welding equipment, and the like)?

No (SKIP TO Q. 29) 0
Yes. 1*

* IF YES:

B. Did you get any experience with the tools (or equipment)?

No (SKIP TO Q. 29) 0
Yes. 1**

** IF YES: EXPERIENCE WITH TOOLS OR EQUIPMENT:

C. Who provided the tools (or equipment)--the school, WIN, or who?

School 1
WIN. 2
Other (SPECIFY):_____ 3

D. Was the equipment in good working order?

No 0
Yes. 1

E. Was there enough equipment for all the students in the class who needed it?

No 0
Yes. 1

29. A. Did your training involve a work-study program? (That is, a program where you worked part-time and attended classes part-time during the same year?)

No (SKIP TO Q.30) 0
Yes 1*

*B. IF YES: Would you say that this work experience was very useful, somewhat useful or not so useful in preparing you for work as a (TRAINING OCCUPATION) ?

Very useful 0
Somewhat useful 1
Not so useful 2

---

30 A. Are you fully qualified to work as a (TRAINING OCCUPATION) at this time?

No 0*
Yes (SKIP TO Q. 31) 1

*B. IF NO: What are you lacking? What more would you need to get a job as a (TRAINING OCCUPATION)?

---

31. A. Did the training you got prepare you for any other types of jobs?

No (SKIP TO Q.32) 0
Yes 1*

*B. IF YES: What jobs are they?

32. Sometimes people have bad experiences when they're in vocational training. Would you tell me whether any of these things happened to you? Did (SCHOOL):

	No	Yes
A. Advertise or promise training it didn't give?	0	1
B. Exaggerate the chances of getting a job at the training?	0	1
C. Give training which had nothing to do with actually being a (TRAINING OCCUPATION). (For Example, sometimes meat cutter trainees are taught to tie meat by hand, but nowadays all meat tying is done by machine)	0	1
D. Have you learn on out-of-date equipment (like a manual typewriter or manual adding machine)?	0	1
E. Give you training you weren't prepared for, or for which you didn't have the necessary background. . .	0	1
F. Give you training in material you already knew, or which was too elementary for you?	0	1

33. Did (SCHOOL) tell you that they would help you to get a job as (TRAINING OCCUPATION)?

No. 0
Yes 1

34. A. Did you get any placement help from them?

No. 0*
Yes (SKIP TO Q.35) . . . 1

*IF NO:

B. Did you ask for placement help?

No. 0**
Yes 1

**C. IF NO: Why didn't you ask?

NOW SKIP TO Q. 36

35. IF GOT ANY PLACEMENT ASSISTANCE FROM SCHOOL: We're interested in the kinds of help you got. For example, did they: (EACH ITEM)?

		No	Yes
A.	Interview you to see what kind of job you wanted?	0	1
B.	Send you to a particular employer who had an opening?	0	1
C.	Call employers to set up appointments?	0	1
D.	Give you a list of employers who sometimes hire (TRAINING OCCUPATION)?	0	1
E.	Help you prepare a resume or job application?	0	1
F.	Give you special advice or training on how to get a job?	0	1
G.	Give you some other kind of help? (SPECIFY): _____	0	1

---

36. I'd like to ask you a little bit about (TRAINING OCCUPATION). As far as you know, is (TRAINING OCCUPATION) generally full-time or part-time work?

Full-time	0
Part-time	1
Mixed	2
Don't know	3

---

37. Is it steady work or do people have problems with layoffs?

Steady	0
Layoff problems	1
Don't Know	2

---

38. About how much do workers in (TRAINING OCCUPATION) get paid to start?

$_____ per _____

Don't know 0

39. And about how much do they earn after they have five years experience or so?

$_____ per _____
Don't know 0

---

40. Is (TRAINING OCCUPATION) an occupation that people usually learn mainly in school, at work by being shown how, or in an apprenticeship?

In school 0
At work 1
Apprenticeship. 2
Don't know. 3

---

41. As far as you know, is that work usually done mainly by men or mainly by women?

Mainly men. 0
Mainly women. 1
Both about equally. 2
Don't know. 3

---

42. A. Do you know of other jobs that a person could move up to from (TRAINING OCCUPATION) with more experience?

No (SKIP TO Q. 43) 0
Yes. 1*

*B. IF YES: What are some of them?

43. Are you mainly working now, or looking for work, or staying home, or what?

Working: Regular job (full-time or part-time) ASK QUESTIONS IN BLUE SECTION (Q. 44 ON) 0

Working: Sporadic (day labor, pick-up jobs -- not regular part-time work ASK BLUE (Q. 44 ON) 1

Looking for work SKIP TO PINK (Q. 84 ON) 2

In school/in military SKIP TO YELLOW (Q. 103 ON) 3

Full-time homemaker (male or female) SKIP TO YELLOW (Q. 103 ON) 4

Out of labor force: Doing nothing special, hanging around SKIP TO YELLOW (Q. 103 ON) 5

IF RESPONDENT REPORTS SOME COMBINATION OF ABOVE, SPECIFY THE COMBINATION HERE THEN CIRCLE THE ACTIVITY ON WHICH RESPONDENT SPENDS MOST OF THE TIME, OR WHICH IS THE MAIN ACTIVITY. THEN PROCEED ACCORDING TO DIRECTIONS OF CATEGORIES ABOVE.

COMBINATION:

FOR RESPONDENTS CURRENTLY AT WORK

44. What is your job? _____ ENTER ON CHECK LIST
OCCUPATION

45. What does your work usually consist of? GET SPECIFICS OF JOB CONTENT

46. How much is your monthly take-home pay?

$ _____ Per _____

47. On the average, how many hours a week do you work?

_____ Hours per week

48. Did you learn about the job:

	No	Yes
In the newspaper?	0	1
From the school where you got your training?	0	1
From friends or relatives?	0	1
From WIN?	0	1
From the Employment Service?	0	1
From the union?	0	1
Somewhere else (SPECIFY)_____	0	1

49. In actually getting the job, did you get any help from:

	No	Yes
School	0	1
Friends or relatives	0	1
WIN	0	1
The Employment Service	0	1
A union	0	1
Somewhere else (SPECIFY)_____	0	1

50. How much of what you learned at (SCHOOL) is related to your job now? Would you say:

Does not apply: Respondent never attended (SKIP TO Q. 52A)
Almost everything..... 1
Some things..... 2
Not too much..... 3
Nothing, or almost nothing..... 4

51. Overall, how useful would you say the training was for your job? Was it:

Very useful	1
Somewhat useful	2
Not very useful	3
Not useful at all	4

52. A. And how do you like the job? Would you say you:

Like it very much (SKIP TO 53)	0
Somewhat	1*
Not much	2*
Not at all	3*

*B. IF AT ALL DISPLEASED ASK: Why is that? What makes you say you don't like it (much)?

53. Now, let's back up to the time when you got the training voucher. I'd like to ask about your jobs since that time. You got the voucher in _____, right?

MARK APPROPRIATE BOX IN GRID BELOW: V

What were you doing in (following month)? Were you going to school, working, or looking for work, or staying at home, or what?

CODE: W = Working
L = Looking for work
T = In training
S = Sick
H = Out of the labor force: At home, babysitting own kids, caring for family, etc.
N = Out of the labor force: Doing nothing special, hanging around
X = Other (SPECIFY): _____

54. And how long did you do that? (Until what month?)

CONTINUE TO MARK GRID, SHOWING BEGINNING AND END OF EACH ACTIVITY, USING CODES ABOVE. IN CASES OF TWO ACTIVITIES IN ONE MONTH, CODE BOTH, PROBE FOR PREDOMINANT ONE, AND CIRCLE IT.

CONTINUE ASKING Q'S 53 AND 54 UNTIL YOU REACH THE PRESENT.

BE SURE TO INDICATE CHANGES IN EMPLOYERS DURING PERIODS OF WORK (W_1, W_2, ETC.).

1974		1974		1975		1975	
April		Sept.		Jan.		July	
May		Oct.		Feb.		Aug.	
June		Nov.		Mar.		Sept.	
July		Dec.		April		Oct.	
Aug.				May		Nov.	
				June		Dec.	

CIRCLE NUMBER OF JOBS SINCE TRAINING BELOW AND FOLLOW DIRECTIONS AS INDICATED.

NUMBER OF JOBS

1 . . . . . SEE CHECK-LIST.* IF JOB IS TRAINING OCCUPATION, SKIP TO Q. 121, PAGE 42 . (IF JOB NOT IN TRAINING OCCUPATION SKIP TO Q.64

2 . . . . . GO TO Q. 55, PAGE 21, AND PROCEED.

3 OR MORE . . GO TO Q. 65, PAGE 23, AND PROCEED.

FOR RESPONDENTS WITH TWO JOBS

The next questions are about the first job after training that you told me about, the one you had in _____ .
REFER TO GRID: MONTH/YEAR

55. What was that job? _____
OCCUPATION

ENTER ON CHECK LIST

56. What did your work usually consist of? GET SPECIFICS OF JOB CONTENT

57. How much was your monthly take-home pay?

$ _____ per _____

58. On the average, how many hours a week did you work?

_____ hours per week

59. Did you learn about the job:

	No	Yes
In the newspaper?	0	1
From the school where you got your training?	0	1
From friends or relatives?	0	1
From WIN?	0	1
From the Employment Service?	0	1
From the union?	0	1
Someone else (SPECIFY): _____	0	1

60. In actually getting the job, did you have any help from:

	No	Yes
School	0	1
Friends, relatives	0	1
WIN	0	1
The Employment Service	0	1
At union	0	1
Someone else (SPECIFY): _____	0	1

61. How much of what you learned at (SCHOOL) was related to that job? Would you say:

Does not apply: Respondent never attended (SKIP TO Q. 63A)	
Almost everything	1
Some things	2
Not too much	3
Nothing, or almost nothing	4

62. Overall, how useful would you say the training was for your job? Was it:

Very useful	1
Somewhat useful	2
Not very useful	3
Not useful at all	4

63. A. And how did you like the job? Would you say you:

Liked it very much (SKIP TO Q. 64)	0
Somewhat	1*
Not much	2*
Not at all	3*

*B. IF AT ALL DISPLEASED, ASK: Why is that? What makes you say you didn't like it (much)?

64. SEE CHECK LIST. IF NEITHER CURRENT NOR FIRST JOB IS TRAINING OCCUPATION ASK Q. 64A. IF CURRENT OR FIRST JOB IS TRAINING OCCUPATION SKIP TO 121.

A. Why is it that you've never worked as a (TRAINING OCCUPATION)?

NOW SKIP TO 121

FOR RESPONDENTS WITH THREE OR MORE JOBS

The next questions are about the first job after training that you told me about, the one you had in _____.
REFER TO GRID. MONTH/YEAR

65. What was that job? _____
OCCUPATION
ENTER ON CHECK LIST

66. What did your work usually consist of? GET SPECIFICS OF JOB CONTENT.

67. How much was your monthly take-home pay?

$ _____ per _____

68. How many hours a week did you work, on the average?

_____ hours per week

69. Did you learn about the job:

	No	Yes
In the newspaper?	0	1
From the school?	0	1
From friends or relatives?	0	1
From WIN?	0	1
From the Employment Service?	0	1
From the union?	0	1
Someone else (SPECIFY:) _____	0	1

70. In actually getting the job, did you have any help from:

	No	Yes
School	0	1
Friends, relatives	0	1
WIN	0	1
The Employment Service	0	1
A union	0	1
Someone else (SPECIFY:) _____	0	1

71. How much of what you learned at (SCHOOL) was related to that job? Would you say:

Does not apply: Respondent never attended (SKIP TO Q. 73A)	
Almost everything	1
Some things	2
Not too much	3
Nothing or almost nothing	4

72. Overall, how useful would you say the training was for the job? Was it:

Very useful.	1
Somewhat useful.	2
Not very useful.	3
Not useful at all.	4

---

73. A. How did you like that job? Would you say you liked it very much, somewhat, not much or not at all?

Liked it very much (SKIP TO Q.74)	0
Somewhat.	1*
Not much.	2*
Not at all.	3*

*B. IF AT ALL DISPLEASED, ASK: Why is that? What makes you say you didn't like it (much)?

---

74. SEE CHECK LIST. IF NEITHER CURRENT NOR FIRST JOB IS TRAINING OCCUPATION, ASK Q. 74A. IF CURRENT OR FIRST JOB IS TRAINING OCCUPATION, SKIP TO Q. 121.

A. Since you left training, have you ever worked as a TRAINING OCCUPATION ?

No	0*
Yes (ASK Q.'s 75-83) . .	1

*B. IF NO: Why is it that you've never done that kind of work?

SKIP TO Q. 121

75. When was that? GET PERIOD OF EMPLOYMENT, IN GRID ON PAGE 20.

76. How much was your monthly take-home pay?

$ _____ per _____

77. How many hours a week did you work, on the average?

_____ hours per week

78. Did you learn about the job:

	No	Yes
In the newspaper?	0	1
From the school?	0	1
From friends or relatives?	0	1
From WIN?	0	1
From the Employment Service?	0	1
From the union?	0	1
Someone else? (SPECIFY:) _____	0	1

79. In actually getting the job, did you have any help from:

	No	Yes
School	0	1
Friends, relatives	0	1
WIN	0	1
The Employment Service	0	1
A union	0	1
Someone else (SPECIFY:) _____	0	1

80. How much of what you learned at (SCHOOL) was related to that job? Would you say:

Does not apply: Respondent never attended (SKIP TO Q. 82A)	
Almost everything	1
Some things	2
Not too much	3
Nothing, or almost nothing	4

81. Overall, how useful would you say the training was for your job? Was it:

Very useful	1
Somewhat useful	2
Not very useful	3
Not useful at all	4

82. A. How did you like that job? Would you say you liked it very much, somewhat, not much or not at all?

Liked it very much (SKIP TO Q. 83)	0
Somewhat	1*
Not much	2*
Not at all	3*

*B. IF AT ALL DISPLEASED, ASK: Why is that? What makes you say you didn't like it (much)?

83. And why did you leave that job?

NOW SKIP TO 121

FOR RESPONDENTS WHO ARE LOOKING FOR WORK

84. Now, let's back up to the time when you got the training voucher. I'd like to ask about your jobs since that time. You got the voucher in _____, right?

MARK APPROPRIATE BOX IN GRID BELOW √

What were you doing in (FOLLOWING MONTH)? Were you going to school, working, or looking for work, or staying at home, or what?

CODE: W = Working
L = Looking for work
T = In training
S = Sick
H = Out of the labor force: At home, babysitting own kids, caring for family, etc.
N = Out of the labor force: Doing nothing special, hanging around
X = Other (SPECIFY)

---

85. And how long did you do that? (Until what month?)

CONTINUE TO MARK GRID, SHOWING BEGINNING AND END OF EACH ACTIVITY, USING CODES ABOVE. IN CASES OF TWO ACTIVITIES IN ONE MONTH, CODE BOTH, PROBE FOR PREDOMINANT ONE AND CIRCLE IT.

CONTINUE ASKING Q'S 84 AND 85 UNTIL YOU REACH THE PRESENT.

BE SURE TO INDICATE CHANGES IN EMPLOYERS DURING PERIODS OF WORK (W_1, W_2, ETC.)

1974		1974		1975		1975	
April		Sept.		Jan.		July	
May		Oct.		Feb.		Aug.	
June		Nov.		March		Sept.	
July		Dec.		April		Oct.	
Aug.				May		Nov.	
				June		Dec.	

CIRCLE NUMBER OF JOBS SINCE TRAINING BELOW AND FOLLOW DIRECTIONS AS INDICATED.

NUMBER OF JOBS

0 . . . . . GO TO Q. 96, PAGE 30

1 or more . . . . . GO TO Q. 86, PAGE 28

The next questions are about the first job you told me about, the one you had in _____. REFER TO GRID
Month, Year

86. What was that Job? _____
OCCUPATION

87. What did your work usually consist of? GET SPECIFICS OF JOB CONTENT.

88. How much was your monthly take-home pay?

$_____ per _____

89. How many hours a week did you work, on the average?

_____hours per week

90. Did you learn about the job:

	No	Yes
In the newspaper?	0	1
From the school?	0	1
From friends or relatives?	0	1
From WIN?	0	1
From the Employment Service?	0	1
From the union?	0	1
Someone else (SPECIFY):_____	0	1

91. In actually getting the job, did you have any help from:

	No	Yes
School	0	1
Friends, relatives	0	1
WIN	0	1
The Employment Service	0	1
A Union	0	1
Someone else, (SPECIFY):_____	0	1

92. How much of what you learned at (SCHOOL) was related to that job? Would you say:

Does not apply: Respondent never attended (SKIP TO Q. 94A)	
Almost everything	1
Some things	2
Not too much	3
Nothing or almost nothing	4

93. Overall, how useful would you say the training was for the job? Was it:

Very useful	1
Somewhat useful	2
Not very useful	3
Not useful at all	4

94A. How did you like that job? Would you say you liked it very much, somewhat, not much or not at all?

Liked it very much (SKIP TO Q. 95)	0
Somewhat	1*
Not much	2*
Not at all	3*

*B. IF AT ALL DISPLEASED, ASK:

Why is that? What makes you say you didn't like it (much)?

95. And why did you leave that job?

96. How important is it to you to get a job doing the same kind of work for which you were trained? Is it?

DNA: Respondent never attended school	0
Very important.	1
Somewhat.	2
Not very.	3
Not important at all.	4

97. What kind of work are you looking for right now? _____ OCCUPATION

IF RESPONDENT SAYS "ANY KIND OF WORK," OR NAMES SEVERAL OCCUPATIONS, CHECK HERE ☐ ASK WHAT OCCUPATION S/HE IS MAINLY LOOKING FOR, ENTER ABOVE AND ON CHECK LIST

REFER TO CHECK LIST. IF RESPONDENT IS LOOKING FOR WORK MAINLY IN OCCUPATION WHICH IS NOT TRAINING OCCUPATION, ASK Q. 98

98. Why is it that you aren't looking for work (mainly) as a TRAINING OCCUPATION?

99. Here are some things that people do when they're looking for work. Are you:

		No	Yes
A.	Consulting private employment agencies?	0	1
B.	Using the placement services of the Employment Service?	0	1
C.	Using the WIN placement service?	0	1
D.	Using the placement service at (SCHOOL)?	0	1
E.	Using a union placement service?	0	1
F.	Checking newspaper ads?	0	1
G.	Following up job tips from friends and relatives?	0	1
H.	Walking into businesses off the street and asking for work?	0	1
I.	Using other approaches? (SPECIFY): _____	0	1

J. IF MORE THAN ONE APPROACH NAMED ASK: Which of these things is the most likely to be successful in helping you find work, do you think?

100. How useful do you think your training will be in getting work at the job you've been looking for? Do you think it will be:

Does not apply: Respondent never attended school	0
Very useful	1
Somewhat useful	2
Not very useful	3
Not useful at all	4

INTERVIEWER CHECK: Respondent has not worked ☐ Skip to 121
First Occupation is TRAINING OCCUPATION ☐ Skip to 121
First Occupation is not TRAINING OCCUPATION ☐ Ask Q.'s 101 A-J

101. A. Have you ever worked as a (TRAINING OCCUPATION)?

No (SKIP TO 102) 0
Yes 1*

*IF YES, ASK B-J

B. When was that? GET PERIOD OF EMPLOYMENT, FROM GRID ON PAGE 27.

C. How much was your monthly take-home pay?

$ _____ per _____

D. How many hours a week did you work, on the average?

_____ hours per week

E. Did you learn about the job:

	No	Yes
In the newspaper?	0	1
From the school?	0	1
From friends or relatives?	0	1
From WIN?	0	1
From the Employment Service?	0	1
From a union.	0	1
Someone else? (SPECIFY): _____	0	1

F. In actually getting the job, did you have any help from:

	No	Yes
School	0	1
Friends and relatives	0	1
WIN	0	1
The Employment Service	0	1
A Union	0	1
Someone else (SPECIFY):_____	0	1

G. How much of what you learned at (SCHOOL) is related to that job? Would you say:

Does not apply: Respondent never attended (SKIP TO Q. I. 1)	
Almost everything	1
Some things	2
Not too much	3
Nothing, or almost nothing	4

H. Overall, how useful would you say the training was for the job? Was it:

Very useful	1
Somewhat useful	2
Not very useful	3
Not useful at all	4

I.1 How did you like that job? Would you say you liked it very much, somewhat, not much, or not at all?

Liked it very much (SKIP TO J)	0
Somewhat	1**
Not much	2**
Not at all	3**

**2. IF AT ALL DISPLEASED, ASK:

Why is that? What makes you say you didn't like it (much)?

J. And why did you leave that job?

NOW SKIP TO Q. 121

---

102. Why is it that you've never done that kind of work?

NOW SKIP TO Q. 121

FOR RESPONDENTS WHO ARE OUT OF THE LABOR FORCE

103. Now, let's back up to the time when you got the training voucher. I'd like to ask about your jobs since that time. You got the voucher in _____, right?

MARK APPROPRIATE BOX IN GRID BELOW: V

What were you doing in (following month)? Were you going to school, working, or looking for work, or staying at home, or what?

CODE: W = Working
L = Looking for work
T = In training (new course, not original WIN training)
S = Sick
H = Out of the labor force: At home, babysitting own kids, caring for family, etc.
N = Out of the labor force: Doing nothing special, hanging around
X = Other (SPECIFY): _____

---

104. And how long did you do that? (Until what month)

CONTINUE TO MARK GRID, SHOWING BEGINNING AND END OF EACH ACTIVITY, USING CODES ABOVE. IN CASES OF TWO ACTIVITIES IN ONE MONTH, CODE BOTH, PROBE FOR PREDOMINANT ONE AND CIRCLE IT.

CONTINUE ASKING Q'S 103 AND 104 UNTIL YOU REACH THE PRESENT.

BE SURE TO INDICATE CHANGES IN EMPLOYERS DURING PERIODS OF WORK (W 1, W 2, ETC.).

	1974		1974		1975		1975
April		Sept.		Jan.		July	
May		Oct.		Feb.		Aug.	
June		Nov.		March		Sept.	
July		Dec.		April		Oct.	
Aug.				May		Nov.	
				June		Dec.	

CIRCLE NUMBER OF JOBS SINCE TRAINING BELOW AND FOLLOW DIRECTIONS AS INDICATED.

NUMBER OF JOBS

0. . . . . SKIP TO 116, PAGE 40
1 or more. . . . . GO TO 105, PAGE 36

The next questions are about the first job you told me about, the one you had in _____ (Month) _____ (Year). REFER TO GRID

105. What was that job? _____ (OCCUPATION)

106. What did your work usually consist of? GET SPECIFICS OF JOB CONTENT.

107. How much was your monthly take-home pay?

$ _____ per _____

108. How many hours a week did you work, on the average?

_____ hours per week

109. Did you learn about the job?

	No	Yes
In the newspaper.	0	1
From the school	0	1
From friends or relatives?.	0	1
From WIN?	0	1
From the Employment Service?.	0	1
From the union.	0	1
Somewhere else (SPECIFY)_____	0	1

110. In actually getting the job, did you get any help from:

	No	Yes
School.	0	1
Friends, relatives.	0	1
WIN	0	1
The Employment Service.	0	1
A Union	0	1
Someone else.	0	1

111. How much of what you learned at (SCHOOL) is related to that job? Would you say:

Does not apply: Respondent never attended (SKIP TO Q. 113A)	
Almost everything	1
Some things	2
Not too much	3
Nothing or almost nothing	4

1

112. Overall, how useful would you say the training was for the job? Was it:

Very useful	1
Somewhat useful	2
Not very useful	3
Not useful at all	4

113. A. How did you like the job? Would you say you liked it very much, somewhat, not much at all?

Liked it very much (SKIP TO INTERVIEWER CHECK)	0
Somewhat	1*
Not much	2*
Not at all	3*

*B. IF AT ALL DISPLEASED, ASK:

Why is that? What makes you say you didn't like it (much)?

INTERVIEWER CHECK: First Occupation is TRAINING OCCUPATION ☐ Skip to 116
First Occupation is not TRAINING OCCUPATION ☐ Ask 114

114. A. Have you ever worked as a (TRAINING OCCUPATION)?

No (GO TO 115, SKIPPING NEXT PAGE) 0
Yes. 1*

IF YES ASK: B-J

B. When was that? GET PERIOD OF EMPLOYMENT, FROM GRID ON PAGE 35.

C. How much was your monthly take-home pay?

$_____ per _____

D. How many hours a week did you work, on the average?

_____ hours per week

E. Did you find out about the job:

	No	Yes
In the newspaper?	0	1
From the school?	0	1
From friends or relatives?	0	1
From WIN?	0	1
From the Employment Service?	0	1
From the union?	0	1
Elsewhere? (SPECIFY)_____	0	1

F. In actually getting the job, did you get any help from:

	No	Yes
School	0	1
Friends, relatives	0	1
WIN	0	1
The Employment Service	0	1
A Union	0	1
Someone Else (SPECIFY)_____	0	1

G. How much of what you learned at (SCHOOL) is related to that job? Would you say:

DNA: Respondent never attended	0
Almost everything	1
Some things	2
Not too much	3
Nothing, or almost nothing	4

Q. 114 (Continued)

H. Overall, how useful would you say the training was for the job? Was it:

DNA; Respondent never attended	0
Very useful	1
Somewhat useful	2
Not very useful	3
Not useful at all	4

I.1 How did you like that job? Would you say you liked it very much, somewhat, not much or not at all?

Liked it very much (SKIP TO J)	0
Somewhat	1**
Not much	2**
Not at all	3**

**2 IF AT ALL DISPLEASED, ASK:

Why is that? What makes you say you didn't like it (much)?

J. And why did you leave that job?

NOW SKIP TO Q. 116

115. Why is it that you've never done that kind of work? IF NOT ALREADY REPORTED, ASK Q.'s 116 & 117. IF KNOWN, SKIP TO Q. 118.

---

116. A. Are there any reasons why you couldn't take a job right now?

No (SKIP TO 118) 0
Yes. 1*

*B. IF YES: What are they?

---

117. What is the one most important reason you can't work right now?

118. If you were able to go to work tomorrow, what kinds of jobs would you be able to do? (What occupations would you be qualified for, assuming jobs were available?) RECORD BELOW

---

119. And what pay could you expect to get as OCCUPATION? (Just give me your best guess about what you would be able to earn.) RECORD BELOW

Occupation:		Pay:	
1	_____	1	$_____ per_____
2	_____	2	$_____ per_____
3	_____	3	$_____ per_____
4	_____	4	$_____ per_____

---

120. A. Do you have any plans right now to get a job, or not?

Plans to enter labor force	0*
No plans to work (SKIP TO Q. 121)	1.

*IF PLANS TO ENTER LABOR FORCE, ASK B & C

B. When might that be?

C. What kind of work would you expect to be doing?

FOR ALL RESPONDENTS

121. A. Are you (or your family) receiving welfare assistance now?

No (SKIP TO Q.122) 0
Yes. 1*

*B. IF YES, ASK:

Is that a partial grant, or a full grant?

Partial. 0
Full 1
D.K. 2

---

122. Now a few questions about yourself and how you feel about the voucher program.

First, here are some statements about how people feel about themselves.

As I read each one, will you tell me from the numbers on this ladder how often you feel that statement is true for you. [GIVE RESPONDENT THE "TRUE" LADDER.]

	Never		Sometimes		Almost Always
A. I take a positive attitude toward myself.	1	2	3	4	5
B. I feel I do not have much to be proud of.	1	2	3	4	5
C. I feel that I have a number of good qualities	1	2	3	4	5
D. I am able to do things as well as most other people.	1	2	3	4	5
E. Sometimes I think I am no good at all.	1	2	3	4	5
F. I feel that I'm a person of worth, at least on an equal plane with others.	1	2	3	4	5

123. Now a few questions about the voucher program. Knowing what you now know, which of the answers on this card comes closest to describing what you would do if you were offered the voucher for the first time today? SHOW R CARD

Turn it down and get a job instead (SKIP TO Q. 126)	0
Choose on-the-job training instead of training in a school. (SKIP TO Q. 126)	1
Do the same thing: Take training in the same occupation and at the same school (SKIP TO Q. 126)	2
Take training in the same occupation but in a different school (ASK Q.124)	3
Take training in a different occupation (ASK Q. 125)	4

---

124. What kind of school would that be, and why would you choose it instead?

SKIP TO 126

---

125. What occupation would that be, and why would you choose it instead?

126. A. As you know, the voucher program was an experiment and was done just in Portland. There is talk now of putting vouchers into WIN programs in other cities. I'd like to get your opinions on the voucher system and how it might be changed. For example, nobody could take training which would last more than a year. How does that limit seem to you? Would you say that one year is generally:

About right (SKIP TO Q. 127) . . .	0
Too short	1*
Too long.	2*

*B. IF TOO SHORT OR TOO LONG ASK: Why do you say that?

---

127. A. The cost of training for one year could not be more than $2,500. Would you say $2,500 is:

About right for a year (SKIP TO Q.128). . . .	0
Too little.	1*
More than it needs to be.	2*

*B. IF TOO LITTLE OR TOO MUCH, ASK: Why do you say that?

128. A. Finally, vouchers could be used for any occupation at all, except recreational types of things. Do you think it should be for training in just certain occupations, or for any occupation at all?

Limit to certain occupations. 0*
All occupations (SKIP TO Q.129) 1

*B. IF SHOULD BE LIMITED ASK: What occupations should those be?

129. Here are some things that some people say would happen if the voucher system were used in all WIN programs. Do you strongly agree, somewhat agree, somewhat disagree or strongly disagree with the statements? SHOW R CARDS.

	Strongly Agree	Some-What Agree	Some-What Disagree	Strongly Disagree
A. People in WIN can make occupational decisions which are just as good or better than those made by the WIN counselors. .	0	1	2	3
B. If WIN clients rather than counselors deal directly with the schools, they will be talked into training that they really don't want or need.	0	1	2	3
C. If people in WIN are left on their own, they will choose occupations for which there is little or no chance of getting a job.	0	1	2	3
D. WIN people would be able to select the right training school just as well as their counselors	0	1	2	3

Q. 129 (Continued)

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
E. If the WIN client makes decisions, it would increase his or her motivation to complete training successfully	0	1	2	3
F. Most schools will try to sell training to WIN people which is not suited to their needs or abilities	0	1	2	3
G. Since the training is paid for by the government, most WIN people would choose expensive schools, even though equally good training would be available elsewhere at lower cost	0	1	2	3
H. If WIN people make their own decisions, they will be more confident of themselves and their abilities.	0	1	2	3
I. Most WIN people needs a great deal of guidance and assistance from their counselor, and cannot make wise decisions about training . .	0	1	2	3

130. What recommendations would you make for improvement of the voucher system (other than what you've already mentioned)?

We will need to interview you just once more, in about six months. Could you give me the names and addresses of two people who are likely to know where to locate you, in case I can't find you then?

(name)	(address)	(city)	(phone)
(name)	(address)	(city)	(phone)

END OF INTERVIEW. THANK RESPONDENT

Time interview ended: _____

APPENDIX A, PART II

RELEVANT EXTRACTS FROM REGULAR INTERVIEW SCHEDULE

STUDY OF WIN SKILLS TRAINING

Interviewer _____ Time Started _____ ID No. _____

* * * * * * * * * * * * *

IF RESPONDENT IN TRAINING NOW: SKIP TO "INTERVIEWER CHECK" PRECEEDING Q. 9 (p. 4).

IF RESPONDENT NOT IN TRAINING: ASK Q. 3.

3. Did you complete your training, or did you leave it before finishing?

Completed. . SKIP TO Q. 5. 0

Left before finishing. . ASK Q. 4. . . . 1

4. Why was that? How did you come to leave before finishing?

5. Are you working now, looking for work, staying home, or what?

Working. . ASK Q's 6-8	0
Looking for work . . ASK Q's 6-8	1
Staying home . . SKIP TO INTERVIEWER CHECK, P. 4 . .	2
In school . . SKIP TO INTERVIEWER CHECK, P. 4	3
Other _____ SKIP TO INTERVIEWER CHECK, P. 4.	4

6. What kind of work is that? What occupation? [GET SPECIFICS]

7. How useful is your training (will your training be) for that work? Would you say it is (will be) very useful, somewhat useful, not very useful, or not useful at all?

Very useful.	0
Somewhat	1
Not very	2
Not at all useful. . .	3

8. Can you tell me more about that? What is it that makes the training (not so) useful?

INTERVIEW CHECK. CHECK APPROPRIATE BOX AND FOLLOW FURTHER INSTRUCTIONS

R currently in training (SKIP TO BLUE SHEETS, pp. 4a and 4b) ☐

R working in training occupation (SKIP TO Q. 12d) ☐

R working in different occupation (GO ON WITH Q. 9) ☐

R looking for work in training occupation (SKIP TO Q. 10, TO 11 IF APPROPRIATE, THEN SKIP TO Q. 12d) ☐

R looking for work in different occupation (GO ON WITH Q. 9) ☐

R not working, or at home, or in school, etc. (out of the labor force) (GO ON WITH Q. 9) ☐

9. Why is it you're not working (looking for work) as a training occupation ? (PROBE FOR DETAILS OF REASONS--SEE INTERVIEWER INSTRUCTIONS. REMEMBER PROBES: Why not in training occupation? Why not in labor force? What studying in school? What occupation?)

10. Have you ever worked as a training occupation ?

No . . SKIP TO Q. 12, p. 5 . 0

Yes . . ASK Q. 11 1

11. And what happened to that job?

NOW SKIP TO Q. 12, p. 5

FOR RESPONDENTS CURRENTLY IN WIN TRAINING ONLY:

10. Have you ever worked as a training occupation ?

No . . SKIP TO Q. 12 0

Yes . . ASK Q. 11 1

11. And what happened to that job?

12. Did you ever try to find a (another) job as a training occupation ?

No 0

Yes 1

Why is it that you didn't look for that kind of work?	And what happened when you tried to find that kind of work?

12a. If you were to go to work tomorrow, what kinds of jobs would you be able to do? What occupations would you be qualified to get work in (assuming that jobs were available)? RECORD BELOW

12b. And what pay could you expect to get as a (occupation)? (Just your best guess about what you would be able to earn.) RECORD BELOW

occupation:	1. _____	Pay: 1. $_____	per _____
	2. _____	2. $_____	per _____
	3. _____	3. $_____	per _____
	4. _____	4. $_____	per _____

12c. Do you have any plans right now to get a job, or not?

Plans to enter labor force. . ASK Q's 12c(1) & (2). 0

No plans to work. . SKIP TO Q. 13, p. 5e. 1

12c(1). When might that be?

_____

12c(2). What kind of work would you expect to be doing?

NOW SKIP TO Q. 13, p. 5e

12d. Now, I'd like to ask about some of the things you've done since you left the WIN training. First, when did you (finish/leave)?

MONTH _____ 19 YEAR

MARK APPROPRIATE BOX IN GRID BELOW: LT

12e. What were you doing in (following month)? Were you working, or looking for work, or staying at home, or what?

CODE:
- W = working
- L = looking for work
- T = in training (new course, not original WIN training)
- S = sick
- H = out of the labor force: at home, babysitting own kids, caring for family, etc.
- N = out of the labor force: doing nothing special, hanging around
- X = other (SPECIFY)

12f. And how long did you do that? (Until what month?)

CONTINUE TO MARK GRID, SHOWING BEGINNING AND END OF EACH ACTIVITY, USING CODES ABOVE. IN CASES OF TWO ACTIVITIES IN ONE MONTH, CODE PREDOMINANT ONE.

CONTINUE ASKING Q's 12e and 12f UNTIL YOU REACH THE END OF ONE YEAR OR THE PRESENT, WHICHEVER COMES FIRST.

	1972	1973	1974
Jan.			
Feb.			
March			
April			
May			
June			
July			
Aug.			
Sept.			
Oct.			
Nov.			
Dec.			

12g. LOOK BACK OVER THE GRID. FOR EACH PERIOD OF WORK, ASK:

A. What were you working at? What was your occupation?

B. How much did you get paid on that job?

C. Did you work full-time or part-time?

D. Did you have a daytime schedule (9 to 5 or so), or did you work at night, or on a split shift?

E. And how did you like the job? Would you say you liked it very much, somewhat, not much, or not at all?

A. Occupation 1: _____

B. Pay: $_____ per _____

C. Full-time ☐ Part-time ☐

D. Regular daytime schedule ☐

Night schedule ☐ Split shift ☐

E. Liked: Very much ☐

Somewhat ☐ Not Much ☐

Not at all ☐

A. Occupation 2: _____

B. Pay: $_____ per _____

C. Full-time ☐ Part-time ☐

D. Regular daytime schedule ☐

Night schedule ☐ Split shift ☐

E. Liked: Very much ☐

Somewhat ☐ Not much ☐

Not at all ☐

A. Occupation 3: _____

B. Pay: $_____ per _____

C. Full-time ☐ Part-time ☐

D. Regular daytime schedule ☐

Night schedule ☐ Split shift ☐

E. Liked: Very much ☐

Somewhat ☐ Not much ☐

Not at all ☐

A. Occupation 4: _____

B. Pay: $_____ per _____

C. Full-time ☐ Part-time ☐

D. Regular daytime schedule ☐

Night schedule ☐ Split shift ☐

E. Liked: Very much ☐

Somewhat ☐ Not much ☐

Not at all ☐

A. Occupation 5: _____

B. Pay: $_____ per _____

C. Full-time ☐ Part-time ☐

D. Regular daytime schedule ☐

Night schedule ☐ Split shift ☐

E. Liked: Very much ☐

Somewhat ☐ Not much ☐

Not at all ☐

A. Occupation 6: _____

B. Pay: $_____ per _____

C. Full-time ☐ Part-time ☐

D. Regular daytime schedule ☐

Night schedule ☐ Split shift ☐

E. Liked: Very much ☐

Somewhat ☐ Not much ☐

Not at all ☐

---

13. Thinking back now to when you first began talking about training with the staff at the WIN office, did you already have some particular occupation in mind that you wanted to get training for?

No. . SKIP TO Q. 15	0
YES . . ASK Q. 14	1

14. What occupation was that?

* * * * * * * * * * *

75a. All things considered, how satisfied are you with the training you got? Would you say you are:

Very satisfied.	0
Fairly satisfied.	1
Not very satisfied.	2
Not satisfied at all. . . .	3

75b. Can you tell me more about that? What leads you to say that you're (above answer)?

75c. As things look now, do you have any plans for getting skill training in the future?

Yes. . ASK Q. 75c(1) . . .	0
No. . SKIP TO Q. 76 . . .	1

75c(1). What kind of training is that? For what occupation(s)?

APPENDIX B

OCCUPATIONAL CLASSIFICATION[1]

PROFESSIONAL, TECHNICAL AND ADMINISTRATIVE

Professional

- Doctors, dentists, and veterinarians
- Psychologist and psychiatrists
- Lawyers and judges
- Engineers and architects
- Social scientists
- Life and physical scientists
- Economists and finance experts
- Cost accountants and CPAs (not accountants)
- Education officials (include principals) and specialists
- Social workers (including child development)
- Librarians
- Teachers and tutors
- Business executives
- Lawmaker, lobbyist

Subprofessional and Technical

- Systems analysts and computer programmers (not computer operators)
- Designers and artists (free lance or commercial)
- Airline pilots and traffic controllers, law enforcement
- Draftsmen, detailer, surveyor
- Photographers
- Medical technicians, dental technicians and hygienists, therapists, nurse, dance therapy, chemical lab technician, occupational therapy
- Counselors, psychology and social science BAs, marriage counselors (not job counselors)
- Radio and TV announcers
- Paralegal, lawyer's assistant
- Advertising, public information, free lance writers
- Entertainers--sports
- Science research aide
- Other, proofreader

Managerial, Administrative and Proprietary

- Salaried administrators, managers and supervisors:
  - Public and nonprofit
  - Construction, manufacturing and other industires
  - Retail trade or services (include hotel-motel), executive steward, producer, director
  - Other (n.e,c.) salaried managers and administrators, office and apartment manager's
- Self-employed managers, administrators, supervisors
- Self-employed (including shop owners), contractors
- Other managers and administrators
- Insurance and real-estate agents
- Sales representatives, dealers, merchandisers

CLERICAL

High Clerical

- Executive or chief secretaries
- Secretaries (including medical, legal, etc.)
- Bookkeepers, accountants, statistical technicians, computer operator, payroll or billing clerk, printing cost estimator
- Bank tellers
- Facilitating jobs: travel agents, job counselor, referral service, insurance claims, interviewers
- Other (including court reporters)

Low Clerical

- Ticket agents
- Typists, keypunchers, office machine operators, switchboard operators
- General clerical, general office
- Medical ward clerks, medical records technicians
- Dispatchers, inventory control clerk; orders, postal clerk, shipping clerk, stock clerk
- Receptionists, medical receptionists
- Other--messenger, hotel desk clerk, library page
- Collector

CRAFTSMEN, OPERATIVES AND WORKERS

Foremen, Craftsmen and Kindred

- Foremen
- Electricians and electronics technicians
- Boilermakers, machinists, pipe-fitters, millwrights, caster, locksmith, instrument man, other fabrication, tool and die maker, turret-lathe set-up operator, layout, brush material preparer
- Carpenters, bricklayers, concrete masons, other construction, painters, woodworking, shop trainee, floor layer, carpet layer, sand blasting
- Agriculture, forestry, horticulture (include soil testers) waste treatment operator, milker
- Printing, graphics and bookbinding, print-a-sign operator, offset pressman
- Other (sprinkler installer, awning, fire alarm, fence erector)

Operative and Kindred

- Transport operators (truck, ambulance driver), bus driver
- Auto and motorcycle mechanics, brake and lock expert
- Diesel, aviation and marine mechanics
- Mechanical equipment repairmen (office machines, lock and dam operator, air-conditioning/refrigeration, small engines, field service engineer
- Welders, auto-body repairmen, wire-feed operators, foundry, burr grinder, plater, polisher, punch press operator, flame cutter, inkmaker, tire repair, pot man
- Upholsterers, spray furniture, toilet seat maker
- Craft helpers, electrical helper, electrical lab helper, fire extinguisher service man, auto dismantler
- Assembly line, factory work, assembler, line checks
- Heavy equipment operator, forklift operator
- Light equipment operator, warehouseman
- Army, other military

SERVICE

Service Workers
- Sales personnel, retail trade, gas station attendants, customer service specialist
- Meatcutters
- Chefs
- Decorators
- Health and medical aides and assistants, orderlies, practical nurses, therapy aides, social service aides, lab assistants
- Teachers' aides and library aides, babysitter
- Beauticians, hairstylists, and barbers, manicurist, cosmetologist
- Dog groomers, animal care, veterinary assistant
- Cooks
- Bartenders
- Cashiers and checkers, grocery clerk
- Landscape workers and groundkeepers, plant nursery, interior landscape
- Waitress, hat checker, porter, salad maker, car hop, hotel, restaurant, elevator, cafeteria worker, iceman
- Loading trucks, delivery, laborer, parking lot attendant, hooking things on crane, unskilled labor, sorting bottles, produce man, clean chickens, car shagger, cut foam rubber
- Pattern cutter, seamstress, shoe repair, tailor, slipcover cutter, knitter's helper
- Janitor, custodian, garbageman, building maintenance, cleaners
- Laundry
- Farm worker
- Guards

The occupational classification used in this report was constructed to accommodate occupations reported by respondents rather than as a comprehensive occupational coding scheme. Additionally, requirements to provide sufficiently large numbers of cases in each of the secondary occupational groups had to be met. The Primary and Secondary occupational groups are listed in the order of an assumed hierarchy of occupational prestige. The hierarchical arrangement of occupational groups is based on approximations to the group medians derived from 1970 estimated prestige scores for specific occupations contained in Lloyd V. Temme, Occupations: Meanings and Measures, Washington, D.C.: Bureau of Social Science Research, Inc., June, 1975, Appendix C.

APPENDIX C

CLASSIFICATION OF TRAINING VENDORS

PUBLIC

Clackamas Community College
Mt. Hood Community College
Mt. Hood Community College, Maywood Park
Portland Community College
Portland Community College, Cascade
Portland State University

PRIVATE

Business/Commercial

Advertising Art School
Beaverton Business College
Clark College
Pacific College of Business
Northwest Schools
Northwestern College of Business
Oregon Career Institute
Oregon Polytechnic Institute
Portland Real Estate School
Portland Secretarial College
Real Estate School of Oregon
Western Business College
Williams School of Auto Selling
Receptionist-Switchboard School of Oregon

Medical and Dental Allied

Bryman School
North Pacific Dental and Medical College
Portland Adventist Hospital

Personal Service

Beau Monde College of Beauty
College of Beauty
Executive College of Barbering
International Hairstyling Academy
Moler Barber College
Montavilla Beauty School
Multi-Arts Center
Multnomah College of Hair Design
Northwest School of Dog Grooming
Phagan's Gateway College of Beauty
University Beauty College
Olson's Grooming School

Industrial/Transportation

Commercial Driver Training
Portland Upholstering School
Technical Training Service
West Coast Training Service

APPENDIX D

SELF-ASSESSMENT

Note: This appendix is a condensation of the Self-Assessment Forms available to voucher recipients in Portland. All headings are shown; the actual forms provided ample space for use by the voucher recipients in listing the information called for.

I. WHAT THINGS HAVE I DONE TO ANY DEGREE OF SUCCESS?

PAID	UNPAID
STUDY	PLAY

II. WHAT THINGS HAVE I DONE THAT OTHERS HAVE COMMENDED ME FOR?

PAID	UNPAID
STUDY	PLAY

QUESTION III, PART I WORK HISTORY.

(List all the jobs you have ever held, to use as a reminder for the second part of this question).

PAID JOBS

VOLUNTEER WORK

QUESTION III, PART 2

JOB TITLE	WHAT DID YOU DO?	WHAT MANNER DID YOU DO IT? (Speed? Quality?) WHAT SPECIAL THINGS DID YOU DO? WHAT PROBLEMS DID YOU SOLVE? (Problem/effort/result--'What was the 'profit' from your effort?")
Example: Paper boy	Delivered early morning and Sunday paper Cared for special needs of customers Tried to expand my route	Set up a new routing, so that I was able to deliver 150 papers in half the time of the last carrier. always made sure that the paper was placed in a dry place so customers were pleased--got bonuses at Christmas from customers for my services left a little card with my name on it so that pleased customers passed my name on to newcomers; increased route by 20 customers in this manner.

IV. WHAT KINDS OF EQUIPMENT CAN I OPERATE?

V. WHAT THINGS WOULD I LIKE TO DO?

VI. WHAT ARE THE THINGS THAT I DON'T LIKE TO DO?

APPENDIX E

ANALYSIS OF THE RESPONSE RATES AND THE CHARACTERISTICS OF VOUCHER RESPONDENTS AND NONRESPONDENTS

The study populations included 167 vouchered and 350 regular clients. Responses were received from 154 vouchered clients (92%) and 163 regular clients (47%) for phase I of this longitudinal study.[1] Responses were received from 115 vouchered clients (69%) for phase II of this longitudinal study. (Refusals to be interviewed accounted for only a small proportion of the nonresponses.)

A comparison of the total group with the respondents to this phase of the study on such sociodemographic variables as sex, race, age, education, number of dependents and legal status allows us to assess how representative the respondents were of the population as a whole and to check for bias due to progressive erosion. This comparison as shown in Table E-1, demonstrates that there is no significant difference between the total group and the respondents on any of the demographic criteria. In most instances there is only a 1 to 2 percentage point difference between the two groups, and at the most there is a 4 percentage point difference.

Based on our findings that voucher respondents are representative of their respective populations on all of the demographic variables examined, we do not believe that nonresponse introduced serious bias. We cannot, of course, rule out the possibility that nonresponse was related to other unmeasured characteristics, and that findings resting on such data include some nonresponse bias.

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[1] The first report of this longitudinal study, Occuaptional Choices and Vocational School Selections: Experiences with the Portland WIN Voucher Training Program by B. Dunning, compared the sociodemographic characteristics of the total study population and the respondents to phase I. He found no significant difference between the total group and the respondents on any of the demographic criteria, and therefore concluded that nonresponse did not introduce serious bias. Since regular clients were interviewed only once, it is only the voucher population that needs to be examined for any further erosion.

TABLE E-1

DEMOGRAPHIC COMPOSITION OF VOUCHER CLIENTS
BY TOTAL GROUP AND RESPONDENTS
(In Percentages)[a]

Demographics	Total Group	Respondents
Sex		
Male	23	22
Female	77	78
Total %	100	100
(N)	(167)	(115)
Race		
White	86	85
Black	12	13
Other	2	3
Total %	100	101
(N)	(167)	(115)
Age		
18-19 years	4	3
20-29 years	60	58
30-39 years	29	31
40 years or more	7	8
Total %	100	100
(N)	(167)	(115)
Education		
Less than 12 years	24	21
12 years	59	62
More than 12 years	18	17
Total %	101	100
(N)	(167)	(115)
Dependents		
0	3	4
1	31	30
2-3	54	50
4 or more	12	16
Total %	100	100
(N)	(167)	(115)
Program Status		
Mandatory	48	44
Volunteer	52	56
Total %	100	100
(N)	(167)	(115)

[a]Total varies due to rounding.

APPENDIX F

MULTIPLE REGRESSION FINDINGS

A Note on the Interpretation of the Regression Results

The following tables contain the results of dummy variable regression analyses (Multiple Classification Analyses) of selected factors related to our respondents' participation in WIN-sponsored institutional vocational training. This brief guide to interpretation of the regression coefficients is offered for readers who may not be familiar with this type of analysis.

The coefficient for each variable expresses the magnitude and direction of the percentage-point deviation from the mean of the dependent variable in question which results from being in a particular category of the independent variable, net of (controlling for) the effects associated with the other independent variables included in the regression model. Thus, for example (Table F-1) 79 percent of all regular respondents reported that they were satisfied with their institutional training. The respondents who were women and mandatory WIN participants deviated from this grand mean by -.06. This means that controlling for education, age, number of dependents, training occupation, type of institution attended and whether the respondent perceived their school decisions to be autonomous or not, female mandatory respondents were 6 percentage points less likely than the regular respondents as a group to have said they were satisfied with their training. Subtracting that difference from the grand mean, we can estimate that, other things being equal, 73 percent (.79 - .06 = .73) of the female mandatory respondents in the regular group would say that they were satisfied with their institutional training.

Another example from the same model in Table F-1 is this. Females who were voluntary WIN participants deviate by +.06 from the grand mean (.79) on having been satisfied with their institutional training. The volunteer females, therefore, were considerably more

likely (85%) than the mandatory females (73%) to have claimed satisfaction with their institutional training.

As a final example, we can note that the zeroes for all (vouchered and regular) participants (Table F-1), opposite age, indicate that differences in age had no discernible effects on the proportion of respondents who were satisfied with their institutional training.

The user of these tables should remember that the multiple regression technique yields prediction estimates based on a line which best fits the dispersion of all observed values in the regression equation. Such estimates are most reliable. The reliability of such estimates is diminished when the distributions of responses on variables included in the regression equation are highly skewed. A number of our distributions are rather highly skewed and, as a result, there are a number of cases in which the sum of the regression coefficient and the grand mean exceeds 100 percent or falls below 0. In such cases, the regression coefficients are shown in the following tables as they were computed, in text tables, such coefficients are replaced by a + or a -. Where this occurs, all of the coefficients predicting to that dependent variable are suspect, and interpretations are best limited to general statements about the relative effects of independent variables whose coefficients are substantially different in magnitude and/or direction, avoiding reliance on absolute magnitudes of the coefficients.

TABLE F-1

REGRESSION ESTIMATES OF INFLUENCES ON TRAINING SATISFACTION
(In Percentage Points Of Deviation From The Grand Mean)

	(N) V	(N) R	V	V	R	R	All (V+R)
Grand Mean (percent satisfied):			80	80	79	79	80
Sex/Program Status							
Male	(25)	(21)	-13	-13	01	-03	-07
Mandatory female	(24)	(29)	-13	-04	-06	-07	01
Volunteer female	(62)	(50)	04	03	06	09	03
Female NA[a]	(-)	(34)	-	-	-07	-07	-03
Education							
Less than 12 years	(24)	(38)	14	-19	-08	-07	-12
12 years	(68)	(83)	05	05	03	02	04
More than 12 years	(19)	(23)	03	-05	03	03	04
Age							
18-29 years	(68)	(61)	02	02	-03	-02	00
30 years or more	(43)	(83)	-03	-03	03	03	00
Dependents							
1	(38)	(29)	03	03	04	05	05
2-3	(55)	(50)	-06	-06	-03	-05	-04
4 or more	(18)	(15)	14	13	06	08	09
NA[b]	(-)	(50)	-	-	-01	00	04
Training Occupation							
Professional, technical, administrative	(14)	(12)	-03	-04	00	-03	-04
Clerical	(55)	(80)	-03	-05	-06	-12	-05
Blue collar	(24)	(21)	12	15	-05	-12	06
Service	(18)	(31)	-04	-02	18	09	11
Type of School Attended							
Public	(49)	(59)	12	12	12	07	13
Private	(62)	(85)	-10	-10	-08	-05	-09
Labor Force Behavior[c]							
Working	(61)	(58)	05	04	02	02	03
Not working	(50)	(46)	-07	-05	-05	-05	-05
Autonomy--General							
Made own decisions	(108)	(98)				07	
Did not	(3)	(46)				-16	
Autonomy--Occupation							
Chose own training occupation	(82)	(76)	01	02	01		02
Did not choose	(29)	(68)	-03	-05	-01		-03
Autonomy--Institution							
Chose own training institution	(93)	(67)	00	-01	07		03
Did not choose	(14)	(77)	02	05	-06		-04
Self-Assessment							
Had self-assessment	(43)	(-)	-07				
Did not have self-assessment	(44)	(-)	00				
No information	(24)	(-)	13				
Program Type							
Voucher	(111)	DNA					-03
Regular	DNA	(144)					02
R^2			23	21	20	22	17

[a] Information on legal status was available for 4 female respondents in the regular program, and 1 female respondent in the voucher program.

[b] Information on number of dependents was available for 51 of the respondents in the regular program.

[c] Labor force participation was included in the model to control for its effect on the retrospective evaluation of training.

TABLE F.2

REGRESSION ESTIMATES OF INFLUENCES ON COMPLETION OF INSTITUTIONAL TRAINING
(In Percentage Points Of Deviation From The Grand Mean)

Variables										All (V-X)
Grand Mean (Percent Completed)										
Sex/Program Status										
Male	(24)	(20)								
Mandatory Female	(54)	(52)								
Volunteer Female	(19)	(24)								
Female NAP										
Education										
Less than 12 years	23%	(35)								
12 years	(66)	(59)								
More than 12 years	(11)	(12)								
Age										
18-29 years	(67)	(58)								
30 years or more	(33)	(42)								
Dependents										
0-1	37	(35)								
2-3	(51)	(52)								
4 or more	(12)	(13)								
NAP										
Training Occupation										
Professional, technical, administrative	(37)	(10)								
Clerical	(16)	(18)								
Blue collar	(24)	(41)								
Service	(7)	(29)								
Type of School Attended										
Public	(49)	(69)								
Private	(61)	(85)								
Training Satisfaction										
Satisfied	(89)	(102)								
Not satisfied	(21)	(30)								
No information		(16)								
Autonomy--General										
Made own decision		(102)								
Did not		(46)								
Autonomy--Training Occupation										
Chose own training occupation	(81)	(75)								
Did not choose	(29)	73								
Autonomy--Training Institution										
Chose own training institution	(92)	(69)								
Did not choose	(18)	(79)								
Relationship Between Training Occupation and Occupation in Mind When Entering WIN										
Training occupation and occupation in mind same	(73)	(77)								
Training occupation higher	5	21								
Training occupation lower	(6)	(5)								
No occupation in mind when entering WIN	(91)	35								
WIN Counseling (Wanted)										
Needs met	(90)	(96)								
Needs frustrated	(29)	(52)								
Self-Assessment Counseling										
Had self-assessment	(44)									
Did not have self-assessment	(44)									
No information	(22)									
WIN Help										
Received WIN help	(97)									
Did not receive WIN help	23									
School Counseling--Deciding Interests and Goals										
Needs met	(9)									
Needs frustrated	(15)									
School Advice--Deciding Interests and Goals										
Got school advice	25									
Did not get school advice	(82)									
School Counseling--Suitability of Interests and Goals										
Needs met	97									
Needs frustrated	(13)									
School Advice--Suitability of Interests and Goals										
Got school advice	(37)									
Did not get school advice	76									
School Counseling--Training Program										
Needs met	98									
Needs frustrated	(12)									
School Advice--Training Program										
Got school advice	(83)									
Did not get school advice	(47)									
School Counseling--Training Progress										
Needs met	(92)									
Needs frustrated	(18)									
School Advice--Training Progress										
Got school advice	(47)									
Did not get school advice	(63)									
Program Type										
Voucher		NA								
Regular		(148)								
R^2										

[1] Information on income status was unavailable for 4 of the voucher respondents and one female respondent in the regular program.

[2] Information on number of dependents was unavailable for 4 of the voucher respondents and 1 in the regular program.

[3] There were no cases in this category.

TABLE F-3

REGRESSION ESTIMATES OF INFLUENCES ON EARLY[a] EMPLOYMENT BEHAVIOR
(In Percentage Points of Deviation From The Grand Mean)

	(N)[b]		Working[c]				Looking For Work[d]				Out of Labor Force[e]			
	V	R	V	V	R	All (V+R)	V	V	R	All (V+R)	V	V	R	All (V+R)
Grand Mean (percent)			45	45	53	50	22	22	15	18	33	33	32	32
Sex/Program Status														
Male	(25)	(33)	19	19	02	15	27	27	03	16	-46	-46	-05	-30
Mandatory female	(24)	(31)	-05	+11	08	-01	-07	-04	-05	-05	13	15	-03	06
Volunteer female	(63)	(62)	-06	-04	-09	-09	-07	-08	05	-02	13	12	04	10
Females NA[f]	(1)	(34)	43		08	12	+48	-54	-06	-08	05	05	-02	-05
Education														
Less than 12 years	(24)	(40)	02	01	-06	-04	-03	-04	-01	-01	01	03	08	06
12 years	(70)	(87)	02	03	00	01	-04	-04	03	00	02	01	-02	-01
More than 12 years	(19)	(23)	-09	-12	12	03	17	19	-09	01	-09	-07	-02	-05
Age														
18-29 years	(69)	(86)	01	00	-03	-02	-05	-05	-01	-02	04	05	[illegible]	[illegible]
30 years or more	(44)	(64)	-02	00	03	03	08	07	02	03	-06	-08	-05	-06
Dependents														
0-1	(38)	(31)	01	03	-08	-02	07	07	03	07	-08	-09	05	-05
2-3	(57)	(52)	02	01	05	03	01	01	00	00	-03	-02	-06	-04
4 or more	(18)	(16)	-07	-08	-04	-06	-17	-19	02	-08	25	27	03	14
NA[g]	(-)	(51)	-	-	01	01	-	-	-02	-05	-	-	01	06
Training Occupation														
Professional, technical, administrative	(14)	(12)	-15	-14	-09	-13	-11	-14	10	-02	27	28	-01	15
Clerical	(57)	(82)	00	02	-02	02	13	11	00	04	-13	-13	02	-06
Blue collar	(24)	(23)	-01	-05	12	-03	-24	-19	02	-08	25	23	-14	11
Service	(18)	(33)	12	09	-01	04	00	01	05	-02	-12	-10	06	-02
Type of School Attended														
Public	(49)	(63)	04	06	-03	-01	-15	-14	02	-03	11	08	01	04
Private	(64)	(87)	-03	-04	02	01	11	11	-01	02	-08	-06	-01	-03
Training Satisfaction														
Satisfied	(91)	(114)	04	02	06	05	-03	[illegible]	-05	-04	00	-00	-01	-01
Not satisfied	(22)	(30)	-15	-10	-21	-16	14	[illegible]	17	15	00	+02	03	01
No information	(-)	(9)	-	-	-17	-13	-	-	11	01	-	-	06	16
Institutional Training														
Completed	(72)	(85)	08	02	10	07	08	08	09	07	-10	-10	-19	-14
Dropped	(39)	(56)	-01	00	-03	-02	-11	-11	-11	-09	12	12	14	11
Still in	(3)	(14)	-32	-46	-52	-53	-54	+36	-14	-16	87	82	66	70
Self-Assessment														
Had self-assessment	(44)	(-)	09				-07				-02			
Did not have self-assessment	(45)	(-)	03				-04				01			
No information	(24)	(-)	-23				21				02			
WIN Counseling--Suitability of Interests and Goals														
Needs met	(99)	(-)	-02				-01				03			
Needs frustrated	(14)	(-)	11				09				-20			
Program Type														
Voucher	(113)	DNA	-	-	-	-05	-	-	-	01	-	-	-	04
Regular	DNA	(150)	-	-	-	04	-	-	-	-01	-	-	-	-03
R^2			16	11	28	17	32	.25	.28	12	34	32	41	31

[a] Includes the first 3 months of labor force participation after training

[b] Excludes 2 respondents from whom no employment behavior was available

[c] Includes respondents who worked any or all of the first 3 months

[d] Includes respondents who looked for work any or all of the first 3 months. Excludes those who worked

[e] Includes respondents who neither worked nor looked for work anytime during the first 3 months

[f] Information on program status was unavailable for 34 female respondents in the regular program, and 1 female respondent in the voucher program

[g] Information on family sizes was unavailable for 51 respondents on the regular WIN program

TABLE F-4

REGRESSION ESTIMATES OF INFLUENCES ON WORKING IN TRAINING OCCUPATION ALL OR SOME PART OF THE FIRST THREE MONTHS FOLLOWING TRAINING
(In Percentage Points Of Deviation From The Grand Mean)

	(N) V	(N) R	V	R	All (V+R)
Grand Mean (percent working in training occupation)			55	55	52
Sex/Program Status					
Male[a]	(14)	(13)	02	01	07 -01
Mandatory female	(9)	(20)	-13	-08	-13 -02
Volunteer female	(27)	(25)	01	01	-05 -08
Female NA[a]	(1)	(22)	39	45	15 21
Education					
Less than 12 years	(9)	(18)	02	04	05 02
12 years	(35)	(46)	04	02	-02 01
More than 12 years	(7)	(16)	-22	-18	01 -06
Age					
18-29 years	(32)	(40)	-13	-11	06 -01
30 years or more	(19)	(40)	21	19	-06 02
Dependents					
0-1[b]	(17)	(13)	37	31	03 17
2-3	(26)	(29)	19	-17	11 01
4 or more	(8)	(7)	19	-10	14 -02
NA[b]	(-)	(31)	-	-	-15 -17
Training Occupation					
Professional, technical, administrative	(4)	(6)	-19	-24	13 -17
Clerical	(26)	(42)	-09	-04	04 02
Blue collar	(12)	(15)	18	13	-14 00
Service	(9)	(17)	10	05	-02 03
Training Satisfaction					
Satisfied	(44)	(68)	02	-03	06 01
Not satisfied	(7)	(11)	15	21	-28 -05
No information	(-)	(1)	-	-	-48 -06
Institutional Training					
Completed	(35)	(58)	04	05	06 06
Dropped	(16)	(22)	-09	-11	-15 -15
Relationship Between Training Occupation and Occupation in Mind When Entered WIN					
Training occupation and occupation in mind same	(34)	(46)	09	08	06 06
Training occupation higher	(3)	(9)	-01	-02	-32 -27
Training occupation lower	(4)	(6)	-18	-39	03 -11
No occupation in mind when entering WIN	(10)	(19)	-11	-10	00 -02
Self-Assessment Counseling					
Yes	(44)	(-)	09		
No	(33)	(-)	-04		
No information	(24)	(-)	-19		
Program Type					
Voucher	(51)	DNA			-09
Regular	DNA	(80)			06
R^2			.37	.26	.16

[a] Information on program status was unavailable for three percent of the female respondents.

[b] Information on family size was unavailable for 31 respondents in the regular WIN program who worked in the first three months following training.

TABLE F-5

REGRESSION ESTIMATES OF INFLUENCES ON EARNING A HIGH SALARY[a] THE FIRST THREE MONTHS AFTER TRAINING
(In Percentage Points Of Deviation From The Grand Mean)

	(N) V	(N) R	V	R	All (V+R)
Grand Mean (percent earning high salary)			54	34	41
Sex/Program Status					
Male	(10)	(13)	30	04	14
Mandatory female	(8)	(15)	-02	15	10
Volunteer female	(17)	(20)	-17	-13	-15
Female NA[b]	(-)	(17)	-	00	-01
Education					
Less than 12 years	(4)	(12)	37	11	23
12 years	(27)	(40)	00	03	01
More than 12 years	(4)	(13)	-34	-20	-24
Age					
18-29 years	(20)	(35)	01	00	02
30 years or more	(15)	(30)	-02	-01	-03
Dependents					
0-1	(14)	(10)	11	22	13
2-3	(15)	(24)	-03	-06	-06
4 or more	(6)	(5)	-18	-02	-02
NA[c]	(-)	(26)	-	-03	-02
First Job After Training					
Professional, technical, administrative	(-)	(5)	-	25	38
Clerical	(17)	(34)	06	19	14
Blue collar	(7)	(11)	10	-30	-10
Service	(11)	(15)	-15	-30	-27
Institutional Training					
Completed	(21)	(44)	12	-01	05
Dropped	(14)	(21)	-18	01	-10
Relationship of First Job to Training Occupation					
Same status	(21)	(41)	03	-03	-02
First job higher status	(11)	(16)	-01	-06	-01
First job lower status	(3)	(8)	-18	30	13
Program Type					
Voucher	(35)	DNA			16
Regular	DNA	(65)			-09
R^2			.43	35	.26

[a] Includes only salary earned working full-time (35 hours or more a week). Higher salary = $411 or more a month.

[b] Information on program status was unavailable for 17 respondents in the regular WIN program who earned a high salary the first three months after training.

[c] Information on family size was unavailable for 26 respondents in the regular WIN program who earned a high salary in the first three months after training.

TABLE F-5

REGRESSION ESTIMATES OF INFLUENCES ON EARNING A HIGH SALARY[a] THE FIRST THREE MONTHS AFTER TRAINING
(In Percentage Points Of Deviation From The Grand Mean)

	(N) V	(N) R	V	R	All (V+R)
Grand Mean (percent earning high salary)			54	34	41
Sex/Program Status					
Male	(10)	(13)	30	04	14
Mandatory female	(8)	(15)	-02	15	10
Volunteer female	(17)	(20)	-17	-13	-15
Female NA[b]	(-)	(17)	-	00	-01
Education					
Less than 12 years	(4)	(12)	37	11	23
12 years	(27)	(40)	00	03	01
More than 12 years	(4)	(13)	-34	-20	-24
Age					
18-29 years	(20)	(35)	01	00	02
30 years or more	(15)	(30)	-02	-01	-03
Dependents					
0-1	(14)	(10)	11	22	13
2-3	(15)	(24)	-03	-06	-06
4 or more	(6)	(5)	-18	-02	-02
NA[c]	(-)	(26)	-	-03	-02
First Job After Training					
Professional, technical, administrative	(-)	(5)	-	25	38
Clerical	(17)	(34)	06	19	14
Blue collar	(7)	(11)	10	-30	-10
Service	(11)	(15)	-15	-30	-27
Institutional Training					
Completed	(21)	(44)	12	-01	05
Dropped	(14)	(21)	-18	01	-10
Relationship of First Job to Training Occupation					
Same status	(21)	(41)	03	-03	-02
First job higher status	(11)	(16)	-01	-06	-01
First job lower status	(3)	(8)	-18	30	13
Program Type					
Voucher	(35)	DNA			16
Regular	DNA	(65)			-09
R^2			.43	.35	.26

[a] Includes only salary earned working full-time (35 hours or more a week). Higher salary = $411 or more a month.

[b] Information on program status was unavailable for 17 respondents in the regular WIN program who earned a high salary the first three months after training.

[c] Information on family size was unavailable for 26 respondents in the regular WIN program who earned a high salary in the first three months after training.

TABLE F-6

REGRESSION ESTIMATES OF INFLUENCES ON JOB SATISFACTION[a]
(In Percentage Points Of Deviation From The Grand Mean)

	(N) V	(N) R	V	R	All (V+R)
Grand Mean (percent satisfied)			70	62	65
Sex/Program Status					
Male	(13)	(13)	-04	-27	-14
Mandatory female	(9)	(19)	13	11	09
Volunteer female	(28)	(25)	-02	10	07
Female NA[b]	(-)	(21)	-	-05	-12
Education					
Less than 12 years	(9)	(17)	40	-18	-00[c]
12 years	(35)	(45)	-07	-15	-02
More than 12 years	(6)	(16)	-20	23	08
Age					
18-29 years	(31)	(39)	04	02	04
30 years or more	(19)	(39)	-07	-02	-04
Dependents					
0-1	(17)	(13)	14	-01	03
2-3	(25)	(28)	-10	12	-03
4 or more	(8)	(7)	02	-13	-02
NA[d]	(-)	(30)	-	08	02
First Job After Training					
Professional, technical, administrative	(2)	(6)	24	-15	03
Clerical	(21)	(35)	-16	02	-06
Blue collar	(10)	(12)	08	22	08
Service	(17)	(25)	12	-10	04
Training Satisfaction					
Satisfied	(44)	(67)	06	00	02
Not satisfied	(6)	(10)	-40	-09	-08
NA[e]	(-)	(1)	-	-86	-50
Institutional Training					
Completed	(34)	(58)	-01	-08	-04
Dropped	(16)	(20)	01	22	09
Working in Training Occupation					
Yes	(27)	(52)	02	-04	-01
No	(23)	(26)	-03	09	01
Salary Level					
High salary	(20)	(22)	02	02	07
Low salary	(15)	(42)	09	-09	-05
NA[f]	(15)	(14)	-13	24	-01
Program Type					
Voucher	(50)	DNA			00
Regular	DNA	(78)			00
R^2			.36	.27	.11

[a] Refers only to jobs held first three months following the training.

[b] Information on the legal status of 21 respondents in the regular WIN program who were satisfied with their job, was not available.

[c] Deviated from the grand mean by less than one half a percent, in a negative direction.

[d] Information on the number of dependents was not available for 30 of the respondents in the regular WIN program who were satisfied with their job

[e] Information on the training satisfaction of one of the respondents in the regular program, was not available.

TABLE F-7

REGRESSION ESTIMATES OF INFLUENCES ON CHANGES IN SELF-ESTEEM SCORES OF VOUCHER PARTICIPANTS
(In Percentage Points Of Deviation From The Grand Mean)

	(N)	Self-Esteem		
		Lower	Higher	Same
Grand Mean (percent)		33	45	22
Sex/Program Status				
Male	(25)	-21	04	17
Mandatory female	(25)	17	-13	-04
Volunteer female	(63)	02	03	-05
Education				
Less than 12 years	(24)	05	09	-14
12 years	(70)	-01	-01	02
More than 12 years	(19)	-02	-07	09
Age				
18-29 years	(69)	01	-04	03
30 years or more	(44)	-01	06	-05
Dependents				
0-1	(38)	08	-05	-03
2-3	(57)	-05	03	02
4 or more	(18)	-02	-01	00
Training Occupation				
Professional, technical, administrative	(14)	12	15	-27[a]
Clerical	(57)	10	03	07
Blue collar	(24)	11	-14	03
Service	(18)	09	-02	-07
Training Satisfaction				
Satisfied	(91)	03	-01	-03
Not satisfied	(22)	-14	02	12
Institutional Training				
Completed	(72)	-01	04	-03
Dropped	(41)	01	-06	05
Worked in Training Occupation				
Yes	(31)	-10	07	03
No	(82)	04	-03	-01
Labor Force Participation--First 3 Months				
Worked	(51)	-02	05	-04
Looked for work	(25)	-04	10	-07
Out of labor force	(37)	05	-14	09
Autonomy--Training Occupation				
Chose own training occupation	(83)	-04	04	01
Did not choose	(30)	12	-10	-02
Autonomy--Training Institution				
Chose own training institution	(95)	-05	03	02
Did not choose	(18)	25	-14	-11
School Counseling--Deciding Interests and Goals				
Needs met	(97)	02	-01	-01
Needs frustrated	(16)	-12	05	06
School Counseling--Suitability of Interests and Goals				
Needs met	(99)	-03	01	02
Needs frustrated	(14)	21	-06	-14
School Counseling--Training Program				
Needs met	(100)	02	-04	02
Needs frustrated	(13)	-15	29	-14
School Counseling--Training Progress				
Needs met	(94)	-02	-01	02
Needs frustrated	(19)	08	03	-11
School Counseling--Personal				
Needs met	(106)	-01	02	00
Needs frustrated	(7)	16	24	07
Program Type				
Voucher	(113)			
R^2		.19	.18	.16

[a]Estimate unreliable due to small N.

APPENDIX G

PUBLISHED REPORTS ON THE PORTLAND WIN VOUCHERING PROJECT

Portland I (Institutional Vocational Training)

Richardson, Ann and Laure M. Sharp. The Feasibility of Vouchered Training in WIN: Report on the First Phase of a Study. BSSR Report No. 0085-2, December, 1974.

Dunning, Bruce B. and James L. Unger. Schools' Responses to Vouchered Vocational Training: Experiences with the Portland WIN Voucher Training Program. BSSR Report No. 0335-3, July, 1975.

Dunning, Bruce B. Aspects of Vouchered WIN Trainees' Experiences with the Portland WIN Voucher Training Program. BSSR Report No. 0335-5, October, 1976.

Dunning, Bruce B. Occupational Choices and Vocational School Selections: Experiences with the Portland WIN Voucher Training Program. BSSR Report No. 0335-4, December, 1976.

Portland II (On-The-Job Training)

Richardson, Ann and Laure M. Sharp. The Early Experience in Vouchering On-The-Job Training: A Report on Progress in the Portland Voucher Project. BSSR Report No. 0085-5, December, 1975.

General Reports on Portland Project

Richardson, Ann. Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings. BSSR Report No. 0085-6, February, 1977.

Greenhouse, Carol. The Feasibility of Feasibility Testing: Observations from the Portland WIN Voucher Test. BSSR Report No. 0508-1, May, 1977.